MANITOBA

KINDERGARTEN ASSESSMENT

ENGLISH LANGUAGE, FRENCH IMMERSION AND HERITAGE LANGUAGE PROGRAMS

1985

TECHNICAL REPORT

Manitoba
Education

MANITOBA KINDERGARTEN ASSESSMENT 1985

ENGLISH LANGUAGE, FRENCH IMMERSION AND HERITAGE LANGUAGE PROGRAMS

TECHNICAL REPORT

A REPORT OF THE
CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH
MANITOBA EDUCATION

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PREFACE

The Technical Report is the first of three reports on the findings of the Kindergarten Assessment Program 1985. It contains the basic results from observers' checklists as well as kindergarten teacher and principal interview instruments.

The purpose of the Technical Report is to provide detailed information on each item from the observers' checklists, the kindergarten teacher, and principal interview instruments. In this Technical Report no attempt has been made to interpret the data. All data are based on the provincial sample. No individuals, schools, or divisions are identified. The actual instruments used in the study are available on request.

There are two companion studies in this kindergarten assessment. The one includes English speaking, French Immersion and Heritage language kindergarten classes while the other includes Franco-Manitoban kindergarten classes. This report provides data on the English speaking, French Immersion, and Heritage language Kindergarten classes. There is a companion Technical Report, which provides data on the Franco-Manitoban kindergarten classes.

A General Report and a Summary Report have been developed for each of the two companion studies. The General Report contains analyses of the data in the Technical Reports and conclusions of the studies.

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- the contractors, Anne Deines and Dr. Hermann Duchesne, who gave professional assistance to all aspects of the assessment and Annette Boland who assisted the contractors for the month of August, 1985;
- the Joint Committee on Evaluation that provided guidance throughout the program;
- the Kindergarten Technical Advisory Committee that advised on the instrument development and analysis of data;
- the Observer/Interviewer Team of 'Early Years' professionals that assisted in the review of the instruments and that conducted the classroom observations and interviewed kindergarten teachers and their principals;
- the editorial consultants who gave advice in the report writing stage;
- the school administrators and kindergarten teachers who were involved in the pilot stages of instrument development; and
- the divisions and schools that released their teachers for committee work during the assessment.

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CHAPTER I

BACKGROUND TO THE ASSESSMENT

Steps in the Assessment Program

The Kindergarten Assessment Program is part of the overall Manitoba Curriculum Assessment Program as recommended by the Joint Committee on Evaluation and approved by the Minister of Education.

Following the selection of kindergarten as an area for assessment, a Kindergarten Technical Advisory Committee (TAC) and a contract team were established to assist in the actual production of assessment instruments and reporting of data.

The TAC consisted of 'Early Years' professionals selected from different school divisions in the Province and faculty members from Brandon University and Collège de St.Boniface. Consultants from Manitoba Education and the contractors served as advisors to this Committee. One person from the Assessment Section of the Curriculum Development and Implementation Branch served as Chairperson of the TAC. A second group of 'Early Years' professionals assisted in the assessment by conducting classroom observations and teacher and principal interviews. This group divided into teams of two people each and were called Observer/Interviewer teams. A team of two 'Early Years' professionals, one from a school division and the other from the University of Manitoba, assisted in the project by acting as editorial consultants and reviewed drafts of kindergarten reports for clarity and completeness of the messages.

The major steps involved in the Assessment Program are outlined below:

Step 1 - Proposal and Ministerial Announcement

In the spring of 1984 the Joint Committee on Evaluation submitted a proposal to the Minister of Education recommending an assessment of early childhood education at the kindergarten level. The Minister approved the proposal and on November 7, 1984 announced that a province-wide assessment of kindergarten programs would be conducted.

Step Two: Assessment Model

The contractors prepared a proposed model for this assessment. The model included a rationale for the study, the assessment framework and research methodology. This model was reviewed and modified by the Department consultants and the Technical Advisory Committee. It was decided at this juncture to observe kindergarten classes in action for half a day and to interview both the teacher and the school principal of these kindergarten classes.

Step Three: Instrument Development

An observation checklist, a kindergarten teacher interview and principal interview questionnaires were developed by the contractors based upon input from the Technical Advisory Committee and Manitoba Education consultants. These checklists and interview instruments were reviewed and refined and then prepared for pilot testing.

Step Four: Observer/Interviewer Training and Pilot Testing

Manitoba Education consultants and the contractors held a three-day training period for the personnel on the Observer/Interviewer teams. During this period, team members arranged visits to kindergarten classrooms and piloted the 25-page Observation Checklists. They made observations within the classrooms and discussed the project and the instruments in detail with the classroom teachers. Later, the teams participated in a debriefing session with the Technical Advisory Committee. Certain changes and refinements were made to the instruments following the debriefing.

Step Five: Classroom Observations and Interviews

The Observer/Interviewer teams visited schools in the last two weeks of May. The two people in each team observed each classroom visited for a half day. This was followed by an extensive interview with the kindergarten teacher by one team member and a shorter interview with the school principal by the other team member.

The classroom physical environment, practices and activities, curricula in use, cultural diversity, evaluation, related services and supports, the use of paraprofessionals, and the role of the teacher were important considerations in the data gathering during the observations and interviews.

Step Six: Report Writing

Three reports were developed for this study. The first (this report) is called the Manitoba Kindergarten Assessment 1985: English Language, French Immersion, and Heritage Language Programs Technical Report. This report includes the basic data, expressed in frequencies and percents.

Data on items from the different instruments that relate to the same topic have been placed together. For example, the observation checklists report on space allotments within the kindergarten classroom while the teacher interview questionnaire reports on the teacher's perception of the adequacy of the space allotments. Both of these sets of data are placed in proximity in the Report.

The second report is the Manitoba Kindergarten Assessment 1985: English Language, French Immersion, and Heritage Language Programs General Report. It includes the findings and recommendations of the assessment. Analyses were made on the basic data depicted in the Technical Report.

The third report is called Manitoba Kindergarten Assessment English Language, French Immersion, and Heritage Language 1985: Summary Report. It comprises a brief summary of the assessment along with recommendations for improvement.

Step Seven: Interpretation-Dissemination

This Technical Report will be distributed, on request, to those interested.

The General Report will be distributed to all school division offices and to libraries, universities, and Manitoba Education. Copies will also be sent, on request, to those interested.

The Summary Report will be distributed to kindergarten teachers, elementary school principals, as well as to libraries, universities, and Department of Education personnel.

Meetings of personnel involved with the delivery of the kindergarten program will be arranged by Manitoba Education.

Provincial Sample

There were two companion studies involved in the overall kindergarten assessment. The population for one study consisted of all English language, French Immersion and Heritage language kindergarten classrooms while the other consisted of all kindergarten classrooms in Franco-Manitoban schools. The populations were stratified into urban and rural strata. Ten percent of English language, French Immersion, and Heritage language classrooms was selected from each stratum for the one sample while 50% of kindergarten classrooms in the Franco-Manitoban study was selected for the sample in that study. Fifty percent was selected in this sample because of the relatively small number of Franco-Manitoban kindergarten classrooms in the province. These two companion studies are reported completely separately. Each study will produce a Technical Report, a General Report, and a Summary Report. Both sets of reports will appear in Canada's two official languages.

CHAPTER 2

PHYSICAL ENVIRONMENT

KINDERGARTEN ASSESSMENT 1985
TECHNICAL REPORT

TABLE 2.1

CLASSROOM ENVIRONMENT

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
Obs. p2#1	1. Type of Classroom	1. Single (Standard)	36	71%
		2. Double	14	27%
		3. Portable/Cottage	1	2%
		TOTAL	51	100%
Obs. p2#2	2. Area of Classroom Mean = 95 sq. m. Median = 90 sq. m. Mode = 90 sq. m.	1. 40 sq.m. or less	1	2%
		2. 41-80 sq. m.	17	33%
		3. 81-100 sq. m.	16	31%
		4. 101-120 sq. m.	6	12%
		5. 121-140 sq. m.	4	8%
		6. 141-180 sq. m.	4	8%
		7. 181-200 sq. m.	3	6%
		TOTAL	51	100%
Obs. p2#3	3. Location of Classroom	1. Ground Floor	44	86%
		2. Basement	1	2%
		3. Second Floor	2	4%
		Missing	4	8%
		TOTAL	51	100%
TI1. p2#1	4. First of all, I see you have a (single, double, etc.) classroom of about sq. metres. In general, have you found this to be enough classroom space?	1. Yes	28	55%
		2. No	23	45%
		TOTAL	51	100%
TI1 p2#2	5. Do you have enough space for large group activities?	1. Yes	28	55%
		2. No	23	45%
		TOTAL	51	100%
TI1 p2#3	6. Do you have enough space for setting up activity centres?	1. Yes	26	51%
		2. No	25	49%
		TOTAL	51	100%
Obs. p2#4	7. Of the total area, approximately how much space is arranged mainly for:			
	a. Individual Play/Centre Activities Mean = 40%	1. 1 - 20%	7	14%
		2. 21 - 40%	22	43%
		3. 41 - 60%	17	33%
		4. 61 - 80%	5	10%
		5. 81 -100%	-	-%
		TOTAL	51	100%

Cont'd. . .

TABLE 2.1 (Continued) CLASSROOM ENVIRONMENT

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
	b. Large Group Activities	1. 0%	5	10%
		2. 1 - 20%	13	25%
	Mean = 28%	3. 21 - 40%	24	47%
		4. 41 - 60%	9	18%
		TOTAL	51	100%
	c. Convertible Areas (Both Individual and Group)	1. 0%	3	6%
		2. 1 - 20%	8	16%
		3. 21 - 40%	30	59%
	Mean = 32%	4. 41 - 60%	9	18%
		5. 61 - 80%	1	4%
		TOTAL	51	100%
Obs. P2#5	8. Is there a tiled area for messy materials?	1. Yes	46	90%
		2. No	5	10%
		TOTAL	51	100%
Obs. p2#4	9. Is the tiled area large enough?	1. Yes	31	61%
		2. No	15	29%
		3. No Area	5	10%
		TOTAL	51	100%
Obs. P2#6	10. Is there a carpeted area?	1. Yes	48	94%
		2. No	3	6%
		TOTAL	51	100%
TI1. p2#5	11. Is the carpeted area large enough?	1. Yes	31	61%
		2. No	17	33%
		3. No Area	3	6%
		TOTAL	51	100%
Obs. P2#6	12. Generally, are walls, ceilings, and floors constructed of materials that absorb sound?	1. Yes	39	76%
		2. No	12	24%
		TOTAL	51	100%
TI1. P2#6	13. Have you found that the walls, ceilings, and floors in your classroom adequately absorb sound?	1. Yes	37	73%
		2. No	14	27%
		TOTAL	51	100%
Obs. p2#8a	14. Is lighting adequate?	1. Yes	51	100%
Obs. p2#8b	15. Is lighting fluorescent or incandescent?	1. Fluorescent	48	94%
		2. Incandescent		
		Missing	3	6%
		TOTAL	51	100%

TABLE 2.1 (Continued) CLASSROOM ENVIRONMENT

Ref.	Question or Item	Response Categories	Response Frequencies #	%
Obs. p2#9a	16. a. Are there outside windows?	1. Yes	51	100%
Obs. p2#9b	b. If so, are any windows located so that children can see directly out?	1. All	31	61%
		2. Some	8	16%
		3. None	12	24%
		TOTAL	51	100%
Obs. p2#9c	c. If so, are these windows transparent or unobstructed?	1. Yes	31	61%
		2. No	8	16%
		3. Not Applicable	12	24%
		TOTAL	51	100%
TI1 p2#7	17. In general, have you found that your kindergarten classroom has adequate lighting?	1. Yes	49	96%
		2. No	1	2%
		Missing	1	2%
		TOTAL	51	100%
TI1 p2#8	18. In general, have you found that your kindergarten classroom has adequate ventilation?	1. Yes	31	61%
		2. No	19	37%
		Missing	1	2%
		TOTAL	51	100%
TI1 p2#9	19. What about the heating system? Is this satisfactory?	1. Yes	32	63%
		2. No	18	35%
		Missing	1	2%
		TOTAL	51	100%
Obs. p3#10	20. Does the room contain a fire extinguisher?	1. Yes	6	12%
		2. No	44	86%
		Missing	1	2%
		TOTAL	51	100%
Obs. p3#11	21. Does the room contain a first aid kit?	1. Yes	5	10%
		2. No	45	88%
		Missing	1	2%
		TOTAL	51	100%
Obs. p3#12	22. In general, is the room in good repair?	1. Yes	47	92%
		2. No	3	6%
		Missing	1	2%
		TOTAL	51	100%

TABLE 2.2

ROOM DECORATION

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
Obs. p3#13	1. Is the room decoration VISUALLY stimulating? (Use of bright colours, variety of colours, etc.)	1. Yes	44	86%
		2. No	6	12%
		Missing	1	2%
		TOTAL	51	100%
Obs. p3#14	2. Is the room decoration EDUCATIONALLY stimulating? (Items that raise interest of children.)	1. Yes	37	73%
		2. No	12	24%
		Missing	2	4%
		TOTAL	51	100%
Obs. p3#15	3. To what extent does the room decoration make use of:			
	a. Children's Work Mean = 1.84	1. Very Little	19	37%
		2. Moderate Amount	20	39%
		3. Great Deal	11	22%
		Missing	1	2%
		TOTAL	51	100%
	b. Commercial Materials Mean = 1.96	1. Very Little	12	24%
		2. Moderate Amount	28	55%
		3. Great Deal	10	20%
		Missing	1	2%
		TOTAL	51	100%
	c. Teacher Produced Materials Mean = 1.96	1. Very Little	16	31%
		2. Moderate Amount	20	39%
		3. Great Deal	14	27%
		Missing	1	2%
		TOTAL	51	100%

TABLE 2.3

SCHOOL FACILITIES

Ref.	Question or Item	Responses	Facilities							
			Gymnasium		Playroom		Library		Music Room	
Obs. p4#1	1. Does the facility exist?	1. Yes	49	96%	8	16%	47	92%	36	71%
		2. No	2	4%	43	84%	4	8%	14	27%
		TOTAL	51	100%	51	100%	51	100%	51	100%
TI1 p4 #10	2. Does the kindergarten have access to the facility?	1. Yes	48	94%	7	14%	46	90%	28	55%
		2. No	1	2%	1	2%	1	2%	9	18%
		3. N/A	2	4%	43	84%	4	8%	14	27%
		TOTAL	51	100%	51	100%	51	100%	51	100%
TI1 p4 #10	3. How often does the kindergarten use the facility?	1. Daily	17	33%	4	8%	2	4%	2	4%
		2. 2-4/Wk.	24	47%	1	2%	4	8%	11	22%
		3. Weekly	5	10%	-		30	59%	7	14%
		4. Monthly	1	2%	2	4%	6	12%	3	6%
		5. Never	1	2%	-		4	8%	5	10%
		3. N/A	3	6%	44	86%	5	10%	23	45%
		TOTAL	51	100%	51	100%	51	100%	51	100%
Obs. p4 #2a	4. Location of Bathroom Facilities	1. Within K. Area							30	59%
		2. In Nearby Area							15	29%
		3. Not Nearby							6	12%
		TOTAL							51	100%
Obs. p4 #2b	5. Can children use bathrooms whenever they need to?	1. Yes							51	100%
Obs. p4 #2c	6. Are bathroom sinks and toilets at children's level?	1. Yes							41	80%
		2. No							10	20%
		TOTAL							51	100%
TI1 p4 #12	7. I notice that the bathrooms are located ? In general, has this location been satisfactory?	1. Yes							41	80%
		2. No							10	20%
		TOTAL							51	100%
Obs. p4 #3a	8. Type of Entrance/Exit Facilities	1. K. has own Outside Entrance							15	29%
		2. K. Shares With Other Primary							25	49%
		3. K. Shares With Entire School							6	12%
		4. Other							5	10%
		TOTAL							51	100%
Obs. p4 #3b	9. Are doors easily opened by K. children?	1. Yes							24	47%
		2. No							26	51%
		3. Uncertain							1	2%
		TOTAL							51	100%
TI1 p4 #3c	10. I notice that the K. (has own entrance, etc.). Generally, has this arrangement been satisfactory?	1. Yes							44	86%
		2. No							7	14%
		TOTAL							51	100%

TABLE 2.4

OUTDOOR RECREATIONAL FACILITIES

Ref.	Question or Item	Response Categories	Response Frequencies #	%
Obs. p5#4a	1. a. Is there an outdoor recreational area that is used by the kindergarten?	1. Yes	51	100%
Obs. p5#4b	b. If yes, is the outdoor area:	1. K. only	4	8%
		2. K.and Other Primary	16	31%
		3. All School	29	57%
		4. Not Stated	2	4%
		TOTAL	51	100%
Obs. p5#4c	c. Description of outdoor area:	1. Extended Outdoor: Fenced (K. has own exit)	5	10%
		2. Extended Outdoor: Not Fenced (K. has own exit)	2	4%
		3. Near K. but not Extended: Fenced	19	37%
		4. Near K. but not Extended: Not Fenced	10	20%
		5. A Distance from K: Fenced	9	18%
		6. A Distance from K: Not Fenced	6	12%
		TOTAL	51	100%
Obs. p5#4d	d. Does the outdoor area have playground equipment?	1. Yes	46	90%
		2. No	5	10%
		TOTAL	51	100%
Obs. p5#4d	e. Describe playground equipment	1. Metal Climbing Structures	30	59%
		2. Swings/Teeter Totters	29	57%
		3. Slides	40	78%
		4. Tunnels (Concrete, Wood, Tires, etc.)	9	18%
		5. Wooden Towers, Ladders, etc.	28	55%
		6. Tires	25	49%
		7. Tetherball Poles	11	22%
		8. Roundabouts	9	17%
		9. Sandboxes	23	45%
		10. Other	8	16%
TI1 p5 #14a	2. I notice that the K. has (describe outdoor play area). Has this arrangement been satisfactory?	1. Yes	39	76%
		2. No	12	23%
		TOTAL	51	100%
TI1 p5 #14b	3. Is there enough outdoor space for recreational and physical activities?	1. Yes	49	96%
		2. No	2	4%
		TOTAL	51	100%

TABLE 2.5

FIXTURES, FURNISHINGS, AND EQUIPMENT

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
Obs. p6 #1-2	1. Bulletin Boards: Fixed (Square Metres) (Length in Metres) Mean = 1 square metre	0. None	2	4%
		1. 1 - 3 sq. m.	4	8%
		2. 4 - 6 m.	5	10%
		3. 7 - 9 sq. m.	4	8%
		4. 10 - 12 sq. m.	9	18%
		5. 13 - 15 sq. m.	4	8%
		6. 16 - 18 sq. m.	10	20%
		7. 19 - 21 sq. m.	7	14%
		8. 22 sq. . or more	6	12%
		TOTAL	51	100%
Obs. p6#4	2. Bulletin Boards: Moveable (Square Metres) Mean = 1 square metre	0. None	31	61%
		1. 1 - 3 sq. m.	15	29%
		2. 4 - 6 sq. m.	3	6%
		3. 7 - 9 sq. m.	1	2%
		4. 13 - 15 sq. m.	1	2%
		TOTAL	51	100%
Obs. p6#4	3. Wall Surface Areas Used as Bulletin Boards (Square Metres) Mean = 9.7 square metres	0. None	7	14%
		1. 1 - 3 sq. m.	7	14%
		2. 4 - 6 m.	10	20%
		3. 7 - 9 sq. m.	7	14%
		4. 10 - 12 sq. m.	4	8%
		5. 13 - 15 sq. m.	4	8%
		6. 16 - 18 sq. m.	2	4%
		7. 19 - 21 sq. m.	-	-%
		8. 22 - 24 sq. m.	1	2%
		9. 25 or more sq. m.	8	16%
		TOTAL	51	100%
Obs. p6#4	4. Total Display Areas (Bulletin Boards and Wall Surface Areas) Mean = 1 square metre	1. 1 - 9 sq. m.	2	4%
		2. 10 - 18 sq. m.	12	25%
		3. 19 - 29 sq. m.	21	41%
		4. 28 - 36 sq. m.	8	16%
		5. 37 sq. m. or more	8	16%
		TOTAL	51	100%
Obs. p6#5	5. Are Bulletin Boards and Display Areas at Children's Eye Level?	1. Yes	29	57%
		2. No	6	12%
		3. Some	15	29%
		Missing	1	2%
		TOTAL	51	100%
Obs. p6#6	6. Are areas other than Bulletin Boards allocated for displaying children's work?	1. Yes	44	86%
		2. No	7	14%
		TOTAL	51	100%
TI1 p6	7. Do you have enough Fixed Bulletin Boards?	1. Yes	34	67%
		2. No	17	33%
		TOTAL	51	100%
TI1 p6	8. Are your fixed Bulletin Boards in good condition?	1. Yes	47	92%
		2. No	2	4%
		3. Not Applicable	2	4%
		TOTAL	51	100%

. . . Cont'd.

TABLE 2.5 (Continued) FIXTURES, FURNISHINGS, AND EQUIPMENT

Ref.	Question or Item	Response Categories	Response Frequencies #	 %
TI1 p6	9. Do you have enough Moveable Bulletin Boards?	1. Yes 2. No 3. Not Applicable **TOTAL**	28 18 5 **51**	55% 35% 10% **100%**
TI1 p6	10. Are your Moveable Bulletin Boards in Good Condition?	1. Yes 2. No 3. N/A (None) **TOTAL**	19 1 31 **51**	37% 2% 61% **100%**
Obs. p6#7	11. Chalkboards: Fixed (Length in Metres) Mean = 3.3 metres	0. None 1. 1 - 3 metres 2. 4 - 6 metres 3. 7 - 9 metres 4. 10 - 12 metres **TOTAL**	10 19 16 5 1 **51**	20% 37% 31% 10% 2% **100%**
TI1 p6	12. Do you have enough Fixed Chalkboards?	1. Yes 2. No 3. N/A (None) **TOTAL**	40 9 2 **51**	78% 18% 4% **100%**
TI1 p6	13. Are your Fixed Chalkboards in good condition?	1. Yes 2. No 3. N/A (None) **TOTAL**	37 4 10 **51**	73% 8% 20% **100%**
Obs. p6#8	14. Chalkboards: Moveable (Adult Size) (Length in Metres) Mean = 1 metre	0. None 1. 1 - 3 metres 2. 4 - 6 metres **TOTAL**	28 18 5 **51**	55% 35% 10% **100%**
TI1 p6	15. Do you have enough Moveable Chalkboards?	1. Yes 2. No 3. No Response **TOTAL**	28 16 7 **51**	55% 31% 14% **100%**
TI1 p6	16. Are your Moveable Chalkboards in good condition?	1. Yes 2. No 3. N/A (None) Uncertain **TOTAL**	18 1 28 4 **51**	35% 2% 55% 8% **100%**
Obs. p6#9	17. How far from floor are Chalkboards? (Metres)	1. 0 - 1/2 metre 2. 1/2 - 1 metre 3. Missing **TOTAL**	21 28 2 **51**	41% 55% 4% **100%**
Obs. p6#10	18. Chart Stands: Multi-purpose for Teacher's Use (Number)	0. None 1. One 2. Two 3. Three 4. Four **TOTAL**	17 24 7 2 1 **51**	33% 47% 14% 40% 2% **100%**

. . . . Cont'd.

TABLE 2.5 (Continued) FIXTURES, FURNISHINGS, AND EQUIPMENT

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
TI1 p6	19. Do you have enough Chart Stands?	1. Yes	39	77%
		2. No	11	22%
		3. No Response	1	2%
		TOTAL	**51**	**100%**
TI1 p6	20. Are your Chart Stands in good condition?	1. Yes	33	65%
		2. No	1	2%
		3. N/A (None)	17	33%
		TOTAL	**51**	**100%**
Obs. p6#11	21. Electrical Outlets (Number of Doubles) Mean = 3.3 Double Outlets	1. One	5	10%
		2. Two	13	25%
		3. Three	11	22%
		4. Four	12	24%
		5. Five	3	6%
		6. Six	3	6%
		7. Seven or More	3	6%
		Missing	1	2%
		TOTAL	**51**	**100%**
Obs. p6#12	22. Are Electrical Outlets conveniently located?	1. Yes	29	57%
		2. No	10	20%
		3. Some	5	10%
		4. Uncertain	7	14%
		TOTAL	**51**	**100%**
TI1 p6	23. Do you have enough Electrical Outlets?	1. Yes	32	63%
		2. No	19	37%
		TOTAL	**51**	**100%**
TI1 p6	24. Are your Electrical Outlets in good condition?	1. Yes	47	92%
		2. No	4	8%
		TOTAL	**51**	**100%**
Obs. p6#13	25. Utility Sinks (Number)	0. None	12	24%
		1. One	22	43%
		2. Two	15	29%
		3. Three	2	4%
		TOTAL	**51**	**100%**
TI1 p6	26. Do you have enough Utility Sinks?	1. Yes	33	65%
		2. No	17	33%
		4. No Response	1	2%
		TOTAL	**51**	**100%**
TI1 p6	27. Are your Utility Sinks in good condition?	1. Yes	38	75%
		2. No	1	2%
		2. N/A (None)	12	24%
		TOTAL	**51**	**100%**
Obs. p6#15	28. In-class Drinking Fountains (Number)	0. None	33	65%
		1. One	17	33%
		2. Two	1	2%
		TOTAL	**51**	**100%**

. . . Cont'd.

TABLE 2.5 (Continued) FIXTURES, FURNISHINGS, AND EQUIPMENT

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
Obs. p6	29. Is in-class drinking fountain at children's level?	1. Yes	17	33%
		2. N/A (None)	33	65%
		Missing	1	1%
		TOTAL	**51**	**100%**
Obs. p6#17	30. If no drinking fountain (N=33), are there paper cups for children to get drinks?	1. Yes	6	18%
		2. No	25	76%
		3. Uncertain	2	4%
		TOTAL	**51**	**100%**
TI1 p6	31. Do you have enough in-class Drinking Fountains?	1. Yes	25	49%
		2. No	17	33%
		3. No Response	8	16%
		TOTAL	**51**	**100%**
TI1 p6	32. Is (are) your in-class Drinking Fountain in good condition?	1. Yes	17	33%
		2. No	1	2%
		3. N/A (None)	33	65%
		TOTAL	**51**	**100%**
Obs. p7#30	33. Portable Dividers (number)	0. None	36	71%
		1. One	6	12%
		2. Two	5	10%
		3. Three	4	8%
		TOTAL	**51**	**100%**
TI1 p7	34. Do you have enough Portable Dividers?	1. Yes	26	51%
		2. No	25	49%
		TOTAL	**51**	**100%**
TI1 p7	35. Are your Portable Dividers in good condition?	1. Yes	13	25%
		2. No	2	8%
		3. N/A (None)	36	71%
		TOTAL	**51**	**100%**
Obs. p7#31	36. Are there enough Dividers/ Moveable Shelves to partition activity areas?	1. Yes	29	57%
		2. No	22	35%
		TOTAL	**51**	**100%**

TABLE 2.6

STORAGE

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
Obs. p7#18	1. Is there a closet or room for for teacher's use?	1. Yes 2. No TOTAL	28 23 51	55% 45% 100%
Obs. p7#19	2. If yes, give area in metres. Mean = 2.7 sq. m.	1. 1 sq. m. or less 2. 1+ - 2 sq. m. 3. 2+ - 3 sq. m. 4. 3+ - 4 sq. m. 5. 4+ - 5 sq. m. 6. 5+ - 6 sq. m. 7. 6+ - 7 sq. m. 2. No TOTAL	7 7 1 2 3 3 3 2 51	14% 14% 2% 4% 6% 6% 6% 4% 100%
Obs. p7#20	3. Is storage space for teacher's use sufficient?	1. Yes 2. No TOTAL	24 27 51	47% 53% 100%
TI1 p7	4. Do you have enough storage space?	1. Yes 2. No 3. No Response TOTAL	16 32 3 51	31% 63% 6% 100%
TI1 p7	5. Is your storage space in good condition?	1. Yes 2. No 3. No Response TOTAL	36 1 14 51	71% 2% 27% 100%
Obs. p7#23	6. Do children have access to stored materials and equipment?	1. Yes 2. No Uncertain TOTAL	24 25 2 51	47% 49% 8% 100%
Obs. p7#21	7. Teacher's Desks (number)	0. None 1. One 2. Two TOTAL	5 45 1 51	10% 88% 2% 100%
TI1 p7	8. Do you have enough teacher's desks? (N=44--excludes Immersion)	1. Yes 2. No TOTAL	40 4 44	91% 9% 100%
TI1 p7	9. Is (are) your teacher's desk(s) in good condition? (N=44)	1. Yes 2. No 3. N/A (None) TOTAL	38 2 4 44	86% 4% 8% 100%
Obs. p7#20 p7#24	10. Fixed Shelves (For Holding and Storing Materials and Equipment, and for Teacher's Storage) Mean = 38 Metres	0. None 1. 1 - 10 metres 2. 11 - 20 metres 3. 21 - 30 metres 4. 31 - 40 metres 5. 41 - 50 metres 6. 51 - 60 metres 7. 61 - 70 metres 8. 71 or more metres TOTAL	1 3 6 10 9 8 4 5 5 51	2% 6% 12% 20% 18% 16% 8% 10% 10% 100%

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TABLE 2.6 (Continued) STORAGE

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
TI1 p 7	11. Do you have enough Fixed Shelving?	1. Yes	27	53%
		2. No	23	45%
		3. No Response	1	2%
		TOTAL	**51**	**100%**
TI1 p7	12. Is your Fixed Shelving in good condition?	1. Yes	47	90%
		2. No	3	8%
		3. N/A (None)	1	2%
		TOTAL	**51**	**100%**
Obs. p7#25	13. Moveable Shelf Units (number) Mean = 3.4	0. None	5	10%
		1. One	10	20%
		2. Two	12	24%
		3. Three	4	8%
		4. Four	5	10%
		5. Five	3	6%
		6. Six	4	8%
		7. Seven	3	6%
		8. Eight	2	4%
		9. Nine or more	3	6%
		TOTAL	**51**	**100%**
TI1 p 7	14. Do you have enough Moveable Shelf Units?	1. Yes	29	57%
		2. No	22	43%
		TOTAL	**51**	**100%**
TI1 p7	15. Are your Moveable Shelf units in good condition?	1. Yes	42	90%
		2. No	4	8%
		3. N/A (None)	5	10%
		TOTAL	**51**	**100%**
Obs. p7#26	16. Are shelves at children's height?	1. Yes	44	86%
		2. No	2	4%
		3. N/A (None)	5	10%
		TOTAL	**51**	**100%**
Obs. p7#27	17. Carts: For materials and Equipment (Number) Mean = .8	0. None	31	61%
		1. One	11	22%
		2. Two	4	8%
		3. Three	2	4%
		4. Four	2	4%
		5. Five	1	2%
		TOTAL	**51**	**100%**
TI1 p7	18. Do you have enough Carts for materials and equipment?	1. Yes	22	43%
		2. No	21	41%
		3. No Response	8	16%
		TOTAL	**51**	**100%**
TI1 p7	19. Are your carts in good condition?	1. Yes	18	35%
		2. No	2	4%
		3. N/A (None)	31	61%
		TOTAL	**51**	**100%**

Cont'd....

TABLE 2.6 (Continued) STORAGE

Ref.	Question or Item	Response Categories	Response Frequencies #	%
Obs. p7#28	20. Are there enough Shelves and Carts for materials and equipment?	1. Yes	29	57%
		2. No	17	33%
		Missing	5	10%
		TOTAL	51	100%
Obs. p7#29	21. Are materials/equipment systematically organized on shelves or in carts?	1. Yes	40	78%
		2. No	8	16%
		3. Uncertain	3	6%
		TOTAL	51	100%
Obs. p7#32	22. Clothes hooks for children's use. (Number) Mean = 4.5	0. None	2	4%
		1. 11 - 15	2	4%
		2. 16 - 20	6	12%
		3. 21 - 25	8	16%
		4. 26 - 30	13	22%
		5. 31 - 35	3	6%
		6. 36 - 40	7	14%
		7. 41 or more	12	24%
		TOTAL	51	100%
Obs.	23. Is there a hook for every child?	1. Yes	42	82%
		2. No	9	18%
		TOTAL	51	100%
Obs. p7#33	24. Are hooks at children's level?	1. Yes	45	88%
		2. No	4	8%
		3. Uncertain	2	4%
		TOTAL	51	100%
TI1 p7	25. Do you have enough clothes hooks for children's use?	1. Yes	39	77%
		2. No	12	24%
		TOTAL	51	100%
TI1 p7	26. Are your clothes hooks for children's use in good condition?	1. Yes	43	84%
		2. No	6	12%
		3. N/A (None)	2	4%
		TOTAL	51	100%
Obs. p7#34	27. Storage cupboards, lockers or compartments for children's personal items. (Number)	0. None	14	27%
		1. 4 - 6	1	2%
		2. 7 - 9	1	2%
		3. 10 - 12	4	8%
		4. 13 - 15	2	4%
		5. 16 - 18	2	4%
		6. 19 - 21	4	8%
		7. 22 - 24	4	8%
		8. 25 or more	20	39%
		TOTAL	51	100%
TI1 p7	28. Do you have enough Storage Cupboards for children's use?	1. Yes	27	53%
		2. No	10	20%
		3. N/A (None)	14	27%
		TOTAL	51	100%

Cont'd. . .

TABLE 2.6 (Continued) STORAGE

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
TI1 p7	29. Are your Storage Cupboards for children's use in good condition?	1. Yes	32	63%
		2. No	5	10%
		3. N/A (None)	14	27%
		TOTAL	51	100%
Obs. p7#35	30. Are children's cupboards, lockers, or compartments easily accessible?	1. Yes	33	65%
		2. No	4	8%
		3. N/A (None)	14	27%
		TOTAL	51	100%

TABLE 2.7

FURNITURE

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
Obs. p#36 37	1. Tables: Stacking Stacking and Non-Stacking Child-Size (Number) Mean = 9.25 Tables	1. 1 - 5	8	16%
		2. 6 - 10	27	53%
		3. 11 - 15	11	22%
		4. 16 - 20	4	8%
		TOTAL	**51**	**100%**
TI1 p8	2. Do you have enough Child Size Tables?	1. Yes	42	82%
		2. No	9	18%
		TOTAL	**51**	**100%**
TI1 p8	3. Are your stacking Child Size Tables in good condition?	1. Yes	12	100%
TI1 p8	4. Are your non-stacking Child Size Tables in good condition? (N=49)	1. Yes	45	92%
		2. No	4	8%
		TOTAL	**49**	**100%**
Obs. p8#38 #39	5. Chairs: Stacking and Non-Stacking Child Size (Number) Mean = 27 Chairs	1. 1 - 5	1	2%
		2. 6 - 10	-	
		3. 11 - 15	4	8%
		4. 16 - 20	2	4%
		5. 21 - 25	15	29%
		6. 26 - 30	13	25%
		7. 31 - 35	3	6%
		8. 36 - 39	9	18%
		9. 40 or more	4	8%
		TOTAL	**51**	**100%**
TI1 p8	6. Do you have enough Child Size Chairs?	1. Yes	50	98%
		2. No	1	2%
		TOTAL	**51**	**100%**
TI1 p8	7. Are your stacking Child Size Chairs in good condition? (N=50)	1. Yes	47	94%
		2. No	3	6%
		TOTAL	**51**	**100%**
TI1 p8	8. Are your non-stacking Child Size Chairs in good condition? (N=27)	1. Yes	24	89%
		2. No	3	6%
		TOTAL	**51**	**100%**
Obs. p8#40	9. Desks (Child Size) (Number)	0. None	33	65%
		1. 1 - 5	12	24%
		2. 6 - 10	2	4%
		Missing	4	8%
		TOTAL	**51**	**100%**
Obs. p8#41	10. Display Tables (Number)	0. None	21	41%
		1. One	14	27%
		2. Two	7	14%
		3. Three	5	10%
		4. Four or More	4	8%
		TOTAL	**51**	**100%**

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TABLE 2.7 (Continued) FURNITURE

Ref.	Question or Item	Response Categories	Response Frequencies #	%
TI1 p8	11. Do you have enough Display Tables?	1. Yes	31	61%
		2. No	16	31%
		3. No Response	4	8%
		TOTAL	51	100%
TI1 p8	12. Are your Display Tables in good condition?	1. Yes	27	53%
		2. No	3	6%
		3. N/A None	21	41%
		TOTAL	51	100%
Obs. p8#42	13. Is furniture light, sturdy and in good condition?	1. Yes	46	90%
		2. No	5	10%
		TOTAL	51	100%
Obs. p8#43	14. Can furniture easily be rearranged to open up large areas for physical activities?	1. Yes	41	80%
		2. No	10	20%
		TOTAL	51	100%

TABLE 2.8.1

APPLIANCES

Ref.	Question or Item	Response Categories	Stoves		Fridges		Washers		Dryers		Other App.	
			#	%	#	%	#	%	#	%	#	%
Obs. p8#1 -5	1. Does the K. have access to the appliance. If so, is it located in the classroom, or elsewhere?	0. No Access	6	12%	4	8%	37	73%	36	61%	24	47%
		1. In-class	2	4%	2	4%	-		-		6	12%
		2. Elsewhere	43	84%	45	88%	14	27%	15	29%	21	41%
		TOTAL	51	100%	51	100%	51	100%	51	100%	51	100%
T11 p8#1 -5	2. Is the appliance used mainly by the teacher, the children or both?	1. Teacher	32	63%	29	57%	10	20%	11	22%	17	33%
		2. Children	1	2%	2	4%	-		-		1	1%
		3. Both	10	20%	15	29%	2	4%	2	4%	6	12%
		4. N/A (None)	7	14%	4	8%	37	73%	36	71%	24	47%
		No Response	1	2%	1	2%	2	4%	2	4%	3	6%
		TOTAL	51	100%	51	100%	51	100%	51	100%	51	100%
T11 p8#1 -5	3. Do you have enough (name of appliance)?	1. Yes	40	78%	45	88%	14	27%	15	29%	22	43%
		2. No	11	22%	6	12%	5	10%	6	12%	4	8%
		3. No Response	-		-		33	63%	31	61%	25	49%
		TOTAL	51	100%	51	100%	51	100%	51	100%	51	100%
T11 p8#1 -5	4. Is (name of appliance) in good condition?	1. Yes	39	77%	45	88%	14	27%	13	25%	24	47%
		2 No	6	12%	2	4%	-		2	4%	-	
		3. N/A (None)	6	12%	4	8%	37	73%	36	71%	24	47%
		4. No Response	-		-		-		-		3	6%
		TOTAL	51	100%	51	100%	51	100%	51	100%	51	100%

TABLE 2.8.2

AUDIO-VISUAL EQUIPMENT

Ref.	Question or Item	Response Categories	Record Players		Cassette Decks		Listening Sets		Filmstrip Projectors	
			#	%	#	%	#	%	#	%
Obs. p8	1. Does the K. have access to the equipment? If so, is it located in the classroom, or elsewhere?	0. No Access					10	20%	3	6%
		1. In-class	48	94%	38	75%	26	51%	7	14%
		2. Elsewhere	3	6%	13	25%	15	29%	41	80%
		TOTAL	51	100%	51	100%	51	100%	51	100%
TI1 p8	2. Is the equipment used mainly by the teacher, the children or both?	1. Teacher	26	51%	19	37%	2	4%	38	75%
		2. Children	3	6%	3	6%	26	51%	2	4%
		3. Both	22	43%	29	57%	13	25%	8	16%
		4. N/A (None)	—	—	—	—	10	20%	3	6%
		TOTAL	51	100%	51	100%	51	100%	51	100%
TI1 p8	3. Do you have enough?	1. Yes	48	94%	47	92%	38	75%	45	88%
		2. No	3	6%	4	8%	6	12%	3	6%
		3. No Response	-		-		7	14%	3	6%
		TOTAL	51	100%	51	100%	51	100%	51	100%
TI1 p8	4. Is (name type of equipment) in good condition?	1. Yes	46	90%	45	88%	39	76%	48	94%
		2. No	5	10%	6	12%	2	4%	-	
		3. N/A (None)	-		-		10	10%	3	6%
		TOTAL	51	100%	51	100%	51	100%	51	100%

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TABLE 2.8.2 (Continued) AUDIO-VISUAL EQUIPMENT

Ref.	Question or Item	Response Categories	Slide Projectors		Movie Projectors		Overhead Projectors		Screen or Projection Area	
			#	%	#	%	#	%	#	%
Obs. p9 #5-8	1. Does the K. have access to the equipment? If so, is it located in the classroom, or elsewhere?	0. No Access	9	18%	-		4	8%	2	4%
		1. In-class	1	2%	3	6%	4	8%	20	39%
		2. Elsewhere	41	80%	48	94%	43	84%	29	57%
		TOTAL	51	100%	51	100%	51	100%	51	100%
TI1 p9	2. Is the equipment used mainly by the teacher, the children or both?	1. Teacher	38	75%	51	100%	43	84%	46	90%
		2. Children	1	2%	-		-		1	2%
		3. Both	2	4%	-		3	6%	2	4%
		4. N/A (None)	9	18%	-		5	10%	2	4%
		No Response	1	2%	-		-		-	
		TOTAL	51	100%	51	100%	51	100%	51	100%
TI1	3. Do you have enough (Name of equipment)?	1. Yes	38	75%	47	92%	43	84%	46	90%
		2. No	4	8%	4	8%	3	6%	4	8%
		3. No Response	9	18%	-		5	10%	1	2%
		TOTAL	51	100%	51	100%	51	100%	51	100%
TI1 p9	4. Is (name type of equipment) in good condition?	1. Yes	42	82%	47	92%	46	90%	46	90%
		2. No	-		4	8%	-		3	6%
		3. N/A (None)	9	18%	-		4	8%	2	4%
		4. Don't Know/ Don't Use	-		-		1			
		TOTAL	51	100%	51	100%	51	100%	51	100%

Cont'd...

TABLE 2.8.2 (Continued) AUDIO-VISUAL EQUIPMENT

Ref.	Question or Item	Response Categories	Television Monitors		VCR		VCR Cameras		Computers		Computer Software	
			#	%	#	%	#	%	#	%	#	%
Obs. p9 #9-13	1. Does the K. have access to the equipment? If so, is it located in the classroom, or elsewhere?	0. No Access	5	10%	11	22%	25	49%	4	8%	4	8%
		1. In-class	3	6%	1	2%	-		7	14%	5	10%
		2. Elsewhere	43	84%	39	76%	26	51%	40	78%	42	82%
		TOTAL	51	100%	51	100%	51	100%	51	100%	51	100%
TI1 p9	2. Is the equipment used mainly by the teacher, the children or both?	1. Teacher	35	69%	34	67%	26	51%	3	6%	13	25%
		2. Children	4	8%	1	2%	-		20	39%	12	24%
		3. Both	5	10%	2	4%	-		17	33%	15	29%
		4. N/A (None)	6	12%	12	24%	24	47%	4	8%	4	8%
		5. Not Used	1	2%	2	4%	1	2%	7	14%	7	14%
		TOTAL	51	100%	51	100%	51	100%	51	100%	51	100%
TI1 p9	3. Do you have enough (name of equipment)?	1. Yes	43	84%	37	73%	26	51%	34	67%	27	53%
		2. No	3	6%	5	10%	5	10%	11	22%	17	33%
		3. No Response	5	10%	9	18%	20	39%	6	12%	7	14%
		TOTAL	51	100%	51	100%	51	100%	51	100%	51	100%
TI1 p9	4. Is (name type of equipment) in good condition?	1. Yes	44	86%	37	73%	25	49%	40	80%	40	80%
		2. No	-		1	2%	1	2%	-		-	
		3. N/A (None)	5	10%	11	22%	25	49%	4	8%	4	8%
		4. Don't Know/ Don't Use	2	4%	2	4%	-		7	14%	7	14%
		TOTAL	51	100%	51	100%	51	100%	51	100%	51	100%

TABLE 2.8.3

MUSICAL INSTRUMENTS

Ref.	Question or Item	Response Categories	Piano		Other Instruments Used by Teacher		Rhythm Instruments	
			#	%	#	%	#	%
Obs. p9 #9-13	1. Does the K. have access to the equipment? If so, is it located in the classroom, or elsewhere?	0. No Access	10	20%	33	65%	4	8%
		1. In-class	21	41%	8	16%	23	45%
		2. Elsewhere	20	39%	10	20%	24	47%
		TOTAL	51	100%	51	100%	51	100%
TI1 p9	2. Is the equipment used mainly by the teacher, the children or both?	1. Teacher	28	55%	9	18%	4	8%
		2. Children	1	2%	-		18	35%
		3. Both	9	18%	8	16%	25	49%
		4. N/A or Not Used	10	20%	33	65%	4	8%
		No Response	3	6%	1	2%	-	%
		TOTAL	51	100%	51	100%	51	100%
TI1 p9	3. Do you have enough of the item?	1. Yes	39	76%	15	29%	39	76%
		2. No	4	8%	6	12%	10	20%
		3. No Response	8	16%	30	59%	2	4%
		TOTAL	51	100%	51	100%	51	100%
TI1 p9	4. Is the item in good condition?	1. Yes	38	75%	16	31%	41	80%
		2. No	3	6%	2	4%	6	12%
		3. N/A (None)	10	20%	33	65%	4	8%
		TOTAL	51	100%	51	100%	51	100%

TABLE 2.8.4

PHYSICAL EDUCATION EQUIPMENT

Ref.	Question or Item	Response Categories	Balls		Games Equipment		Large Equipment		Per/Motor Equipment	
			#	%	#	%	#	%	#	%
Obs. p9 #9-13	1. Does the K. have access to the equipment? If so, is it located in the classroom, or elsewhere?	0. No Access	1	2%	6	12%	3	6%	12	24%
		1. In-class	16	31%	6	12%	2	4%	2	4%
		2. Elsewhere	33	65%	38	76%	45	88%	36	71%
		3. No Response	1	2%	1	2%	1	2%	1	2%
		TOTAL	51	100%	51	100%	51	100%	51	100%
TI1 p9	2. Is the equipment used mainly by the teacher, the children or both?	1. Teacher	-		-		-		-	
		2. Children	27	53%	25	49%	29	56%	25	49%
		3. Both	21	41%	19	37%	18	35%	13	25%
		4. N/A (None)	1	2%	6	12%	3	6%	12	24%
		No Response	2	4%	1	2%	1	2%	1	2%
		TOTAL	51	100%	51	100%	51	100%	51	100%
TI1 p9	3. Do you have enough?	1. Yes	41	80%	38	75%	43	84%	31	61%
		2. No	9	18%	7	14%	5	10%	11	22%
		3. No Response	1	2%	6	12%	3	6%	9	28%
		TOTAL	51	100%	51	100%	51	100%	51	100%
TI1 p9	4. Is (name type of equipment) in good condition?	1. Yes	44	86%	42	82%	47	92%	36	71%
		2. No	3	6%	2	4%	-		2	4%
		3. N/A (None)	1	2%	6	12%	3	6%	12	24%
		No Response	1	2%	1	2%	1	2%	1	2%
		TOTAL	51	100%	51	100%	51	100%	51	100%

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TABLE 2.8.4 (Continued) PHYSICAL EDUCATION EQUIPMENT

Ref.	Question or Item	Response Categories	Wall Climbing Unit #	Wall Climbing Unit %	Mini Gym Portable #	Mini Gym Portable %	Tunnel #	Tunnel %	Misc. Equipment #	Misc. Equipment %
Obs. p9 #9-13	1. Does the K. have access to the equipment? If so, is it located in the classroom, or elsewhere?	0. No Access	13	26%	36	71%	38	75%	-	
		1. In-class	1	2%	3	6%	4	8%	14	27%
		2. Elsewhere	37	73%	11	22%	8	16%	36	71%
		3. No Response	1	2%	1	2%	1	2%	1	2%
		TOTAL	51	100%	51	100%	51	100%	51	100%
TI1 p9	2. Is the equipment used mainly by the teacher, the children or both?	1. Teacher	-		-		-		-	
		2. Children	23	45%	9	18%	9	18%	32	63%
		3. Both	14	27%	5	10%	3	6%	18	35%
		4. N/A (None)	13	25%	36	71%	38	75%	-	
		No Response	1	2%	1	2%	1	2%	1	2%
		TOTAL	51	100%	51	100%	51	100%	51	100%
TI1 p9	3. Do you have enough?	1. Yes	33	65%	14	27%	12	24%	38	75%
		2. No	7	14%	12	24%	13	25%	12	23%
		3. No Response	11	22%	25	49%	26	51%	1	2%
		TOTAL	51	100%	51	100%	51	100%	51	100%
TI1 p9	4. Is (name type of equipment) in good condition?	1. Yes	34	67%	13	25%	12	24%	46	90%
		2. No	3	6%	1	2%	-		4	8%
		3. N/A (None)	13	25%	36	71%	38	74%	-	
		No Response	1	2%	1	2%	1	2%	1	2%
		TOTAL	51	100%	51	100%	51	100%	51	100%

TABLE 2.9

SUPPLY OF MATERIALS AND EQUIPMENT
(Ref., Obs./TI1, p.10-12)

	OBSERVATIONS (N=51)	TEACHER INTERVIEWS (N=51)	
MATERIALS AND EQUIPMENT	Is the room equipped with the item Y=Yes: NO= Not Observed	QUANTITY OF ITEM Do you have enough? Y=Yes: N=No NR= No Response	CONDITION OF ITEM Are materials in good condition? Y=Yes: N=No NA=Not Appl.
ARTWORK MATERIALS 1. Construction Materials (Scissors, Paste, Paper, Collage, etc.)	Y 49 96% NO 2 4%	Y 46 90% N 5 10%	Y 48 94% N 3 6%
2. Painting and Drawing Materials (e.g., Easels, Paints, Pastels, etc.)	Y 50 98% NO 1 2%	Y 44 86% N 7 14%	Y 49 96% N 1 2% NA 1 2%
3. Modelling Materials (Clay, etc.)	Y 38 75% NO 13 25%	Y 45 88% N 6 12%	Y 36 71% N 2 4% NA 13 25%
4. Colouring Materials: Non-Creative (Colouring Books, Pictures, etc.)	Y 21 41% NO 30 59%	Y 38 75% N 7 14% NR 6 12%	Y 21 41% NA 30 59%
BLOCKS LARGE 5. Large Blocks and Large Manipulatives	Y 44 86% NO 7 14%	Y 34 67% N 17 33%	Y 37 73% N 7 14% NA 7 14%
COOKING AND FOOD PREPARATION 6. Utensils, Dishes	Y 23 45% NO 28 55%	Y 20 39% N 25 49% NR 6 12%	Y 17 33% N 6 12% NA 28 55%
7. Cooking Ingredients	Y 9 18% NO 42 82%	Y 21 41% N 22 43% NR 8 16%	Y 9 18% NA 42
DRESS UP MATERIALS 8. Adult Clothing, Uniforms, Costumes, Masks, Wigs, etc.	Y 42 82% NO 9 18%	Y 31 61% N 19 37% NR 1 2%	Y 30 59% N 13 25% NA 9 18%
EDUCATIONAL GAMES 9. Educational Games	Y 45 88% NO 6 12%	Y 31 61% N 16 31% NR 4 8%	Y 39 76% N 6 12% NA 6 12%
LIBRARY 10. Storybooks, Picture Books, etc. Paints, Pastels, etc.)	Y 51 100%	Y 38 75% N 13 25%	Y 45 88% N 6 12%
LISTENING MATERIALS 11. Records, Tapes of Stories, Music, etc.	Y 41 80% NO 10 20%	Y 34 67% N 16 31% NR 1 2%	Y 34 67% N 7 14% NA 10 20%
MANIPULATIVE/PERCEPTUAL MATERIALS 12. Blocks, Lego, Beads Zippers, Locks, Buttons, etc.	Y 50 98% NO 1 2%	Y 39 76% N 12 24% NA 1 2%	Y 46 90% N 4 8%

Cont'd....

TABLE 2.9 (Continued) SUPPLY OF MATERIALS AND EQUIPMENT

	OBSERVATIONS (N=51)	TEACHER INTERVIEWS (N=51)	
MATERIALS AND EQUIPMENT	Is the room equipped with the item Y=Yes: NO= Not Observed	QUANTITY OF ITEM Do you have enough? Y=Yes: N=No NR= No Response	CONDITION OF ITEM Are materials in good condition? Y=Yes: N=No NA=Not Appl.
13. Paper and Pencil Perceptual Materials (e.g., dot-to-dot, tracing, etc.)	Y 30 59% NO 21 41%	Y 44 86% N 6 12% NR 1 2%	Y 30 59% NA 21 41%
MATH/SCIENCE MATERIALS 14. Manipulative materials for sorting, classifying, ordering, etc.	Y 37 73% NO 14 27%	Y 34 67% N 16 31% NR 1 2%	Y 37 73% NA 14 27%
15. Clocks, magnets, scales thermometers, magnifying glasses, measuring, etc.	Y 21 41% NO 30 59%	Y 26 51% N 22 43% NR 3 6%	Y 21 41% NA 30 59%
16. Natural materials, plants, rocks, seeds, etc.	Y 30 59% NO 21 41%	Y 37 73% N 11 22% NR 3 6%	Y 29 57% N 1 2% NA 21 41%
17. Paper and Pencil Math and Science Materials	Y 37 73% NO 14 27%	Y 48 94% N 3 6%	Y 37 73% NA 14 27%
18. Small animals and equipment	Y 5 10% NO 46 90%	Y 17 33% N 20 39% NR 14 27%	Y 5 10% NA 46 90%
19. Fish and equipment	Y 5 10% NO 46 90%	Y 15 29% N 23 45% NR 13 25%	Y 5 10% NA 46 90%
PLAYHOUSE 20. Large Equipment (stove, fridge, cupboards, sink, etc.)	Y 48 94% NO 3 6%	Y 37 73% N 13 25% NR 1 2%	Y 33 65% N 15 29% NA 3 6%
21. Housekeeping tools (Broom, mop, ironing board, etc.	Y 25 49% NO 26 51%	Y 26 51% N 24 47% NR 1 2%	Y 17 33% N 8 16% NA 26 51%
22. Dolls and doll equipment	Y 47 92% NO 4 8%	Y 36 71% N 15 29%	Y 32 63% N 15 29% NA 4 8%
23. Dishes and Utensils	Y 47 92% NO 4 8%	Y 36 71% N 14 27% NR 1 2%	Y 34 67% NA 13 25% 4 8%
24. Outdoor playhouse equipment	NO 51 100%	Y 7 14% N 37 73% NR 7 14%	NA 51 100%
PRINTING/STORYWRITING 25. Paper and pencil materials	Y 38 75% NO 13 25%	Y 48 94% N 1 2% NR 2 4%	Y 37 73% N 1 2% NA 13 25%
PUPPETS 26. Puppets	Y 29 57% NO 22 43%	Y 33 65% N 17 33% NA 1 2%	Y 21 41% N 8 16% NA 22 43%

Cont'd. . . .

TABLE 2.9 (Continued) SUPPLY OF MATERIALS AND EQUIPMENT

	OBSERVATIONS (N=51)	TEACHER INTERVIEWS (N=51)	
MATERIALS AND EQUIPMENT	Is the room equipped with the item Y=Yes: NO= Not Observed	QUANTITY OF ITEM Do you have enough? Y=Yes: N=No NR= No Response	CONDITION OF ITEM Are materials in good condition? Y=Yes: N=No NA=Not Appl.
27. Puppet Theatre	Y 16 31% NO 35 69%	Y 29 57% N 14 17% NR 8 16%	Y 14 27% N 2 4% NA 35 69%
REST ACTIVITIES 28. Rocking Chair or Other Comfortable Chair	Y 19 37% NO 32 63%	Y 17 33% N 26 51% NR 8 16%	Y 14 27% N 5 10% NA 32 63%
29. Cushions, Mats	Y 24 47% NO 27 53%	Y 22 43% N 26 51% NR 3 6%	Y 22 43% N 2 4% NA 27 33%
SANDBOX 30. Sandboxes	Y 44 86% NO 7 14%	Y 42 82% N 7 14% NR 2 4%	Y 34 67% N 10 20% NA 7 14%
31. Sand (Wet)	Y 22 43% NO 29 57%	Y 34 67% N 9 18% NR 8 16%	Y 40 78% N 2 4% NA 9 18%
32. Sand (Dry)	Y 32 63% NO 19 37%		
33. Grain, Sand Substitutes	Y 5 10% NO 46 90%	Y 16 31% N 21 41% NR 14 27%	Y 5 10% NA 46 90%
34. Pipes, Sieves, Graduated Containers	Y 30 59% NO 21 42%	Y 30 59% N 17 33% NR 4 8%	Y 24 47% N 6 12% NA 21 41%
35. Trucks, Small Toys for Sandplay	Y 34 67% NO 17 33%	Y 30 59% N 19 37% NR 2 4%	Y 22 43% N 12 24% NA 17 33%
STORE 36. Cash register, play money, merchandise, scale, etc.	Y 17 33% NO 34 67%	Y 25 49% N 21 41% NR 5 10%	Y 11 22% N 6 12% NA 34 66%
VEHICLES 37. Large trucks, cars, garages, trains, etc.	Y 39 76% NO 12 24%	Y 25 49% N 24 47% NR 2 4%	Y 30 59% N 9 18% NA 12 24%
38. Riding toys, tricycles, wagons, etc.	Y 6 12% NO 45 88%	Y 14 27% N 26 51% NR 11 22%	Y 4 8% N 2 4% NA 45 88%
VIEWING MATERIALS 39. Films for Children's use, viewmasters, etc.	Y 8 16% NO 43 84%	Y 21 41% N 23 45% NR 7 14%	Y 7 14% N 1 2% NA 43 84%
WATERPLAY 40. Waterplay table(s)	Y 27 53% NO 24 47%	Y 34 67% N 13 25% NR 4 8%	Y 23 45% N 4 8% NA 24 47%

Cont'd. . . .

TABLE 2.9 (Continued) SUPPLY OF MATERIALS AND EQUIPMENT

	OBSERVATIONS (N=51)	TEACHER INTERVIEWS (N=51)	
MATERIALS AND EQUIPMENT	Is the room equipped with the item Y=Yes: NO= Not Observed	QUANTITY OF ITEM Do you have enough? Y=Yes: N=No NR= No Response	CONDITION OF ITEM Are materials in good condition? Y=Yes: N=No NA=Not Appl.
41. Containers, etc.	Y 25 49% NO 26 51%	Y 32 63% N 13 25% NR 6 12%	Y 21 41% N 4 8% NA 26 51%
42. Things That Float, etc.	Y 20 39% NO 31 61%	Y 33 65% N 12 24% NR 6 12%	Y 16 31% N 3 6% NA 32 63%
WOODWORKING 43. Hammers, nails, braces, vises, saw, screwdriver, wood, etc.	Y 17 34% NO 34 67%	Y 22 43% N 22 43% NR 7 14%	Y 16 31% N 1 2% NA 34 67%

CHAPTER 3

PLANNING AND ORGANIZATION OF CLASSROOM ACTIVITIES

KINDERGARTEN ASSESSMENT 1985
TECHNICAL REPORT

TABLE 3.1

KINDERGARTEN ENROLLMENTS

Ref.	Question or Item	Response Categories		Response Frequencies	
TI2 p1#1	1. What is your kindergarten enrollment?				
			Midpoint		
	A. Half-Day Kindergartens (N=37 or 73% of Sample)	1. 14 or less	(12)	6	12%
		2. 15-19	(17)	7	14%
		3. 20-24	(22)	10	20%
	Mean = 23 children*	4. 25-29	(27)	13	25%
		5. 30-34	(32)	1	2%
		TOTAL		**37**	**75%**
			Midpoint		
	B. Full-Day Kindergartens (N=14 or 27% of Sample)	1. 14 or less	(12)	5	10%
		2. 15-19	(17)	4	8%
	Mean = 19 children*	3. 20-24	(22)	1	2%
		4. 25-29	(27)	3	6%
		5. 30-34	(32)	1	2%
		TOTAL		**14**	**27%**

*Means are based on designated values of response categories shown in parentheses. These are mid-points in all categories, except #1, (14 or less), where 12 was designated as the category value.

TABLE 3.2

HOURS AND DAYS OF OPERATION

Ref.	Question or Item	Response Categories	Response Frequencies	
T12 p1#2a	1. How many hours a day do your children attend kindergarten?	1. 2 1/2 - 3 hrs. 2. 5 - 5 1/2 hrs. 3. Other (2 hours) TOTAL	36 14 1 51	71% 27% 2% 100%
T12 P1#2b	2. How many days per week does your kindergarten operate? (*One 2 1/2 hr. K operates every other day)	1. Every Day 2. Every Other Day TOTAL	36 15* 51	71% 29% 100%
T12 P1#2c	3. Why does your kindergarten operate the hours and days it does?	1. Tradition 2. Busing Requirements 3. Division/School Policy 4. Other (longer hrs. to enable fewer days) TOTAL	7 14 28 1 51	14% 27% 55% 2% 100%
T12 P1#2d	4. How do you feel about the number of hours and the days per week that your kindergarten operates?	1. Positive 2. Indifferent 3. Negative TOTAL	38 1 12 51	75% 2 24% 100%
T12 P1#2e	5. How many days per year is kindergarten in session? a) For the Children (Convert full days to half days)	1. 191-200 Half Days 2. 181-190 Half Days 3. 171-180 Half Days 4. 100 Half Days TOTAL	30 17 2 2 51	59% 33% 4% 4% 100%
	b) For the Teacher (Full Days)	1. 191-200 Full Days 2. 181-190 Full Days 3. 171-180 Full Days 4. Less than 120 Full Days TOTAL	12 28 3 8 51	24% 55% 6% 16% 100%

TABLE 3.3

PLANNING

Ref.	Question or Item	Response Categories	Response Frequencies
Obs. p.16	1. What proportion of the total time was spent on a. PREPLANNED SESSIONS Mean = 90% of Time	1. 41-50% of time 2. 51-60% of time 3. 61-70% of time 4. 71-80% of time 5. 81-90% of time 6. 91-100% of time TOTAL	2 4% 1 2% 4 8% 3 6% 21 41% 20 39% 51 100%
	b. SPONTANEOUS SESSIONS THAT WERE SUGGESTED BY CHILDREN Mean = 6% of Time	0. None 1. 1-10% of time 2. 11-20% of time 3. 21-30% of time 4. 51-60% of time TOTAL	38 75% 3 6% 5 10% 4 8% 1 2% 51 100%
	c. SPONTANEOUS SESSIONS THAT WERE INITIATED BY THE TEACHER Mean = 4% of Time	0. None 1. 1-10% of time 2. 11-20% of time 3. 31-40% of time TOTAL	40 78% 7 14% 3 6% 1 2% 51 100%
Obs. p.16	2. What was the average length of sessions that were: a. PREPLANNED Mean = 24 minutes (N=51)	1. 15 minutes 2. 30 minutes 3. 45 mins. or more TOTAL	26 51% 20 39% 5 10% 51 100%
	b. SPONTANEOUS: SUGGESTED BY CHILDREN Mean = 21 minutes (N=13)	1. 15 minutes 2. 30 minutes TOTAL	8 16% 5 10% 13 25%
	c. SPONTANEOUS: INITIATED BY TEACHER Mean = 26 minutes (N=11)	1. 15 minutes 2. 30 minutes 3. 45 mins. or more TOTAL	7 14% 2 4% 2 4% 11 22%
Obs. p16	3. What proportion of classrooms included preplanned, and spontaneous sessions? (CS = Child Suggested) (TI = Teacher Initiated)	1. Preplanned Only 2. Preplanned and Spontaneous (CS and TI) 3. Preplanned and Spontaneous (CS) 4. Preplanned and Spontaneous (TI) TOTAL	32 63% 5 10% 8 16% 6 12% 51 100%
TI2 p4#1	4. We would like to get some idea of how you do your planning. First of all, do you plan on a:	1. Yearly Basis 2. Monthly Basis 3. Weekly Basis 4. Daily Basis	39 77% 37 73% 38 75% 42 82%
TI2 p4#2	5. Do you record any of your plans?	1. Yes 2. No No Response	45 88% 3 6% 3 6%

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TABLE 3.3 (Continued) PLANNING

Ref.	Question or Item	Response Categories	Response requencies	
TI2 P4#3	6. How detailed are your written plans?			
	Yearly Plans	1. Not Detailed	19	37%
		2. Mod. Detailed	18	35%
		3. Very Detailed	2	4%
		TOTAL	39	77%
	Monthly Plans	1. Not Detailed	8	16%
		2. Mod. Detailed	27	53%
		3. Very Detailed	2	4%
		TOTAL	37	73%
	Weekly Plans	1. Not Detailed	7	14%
		2. Mod. Detailed	22	43%
		3. Very Detailed	9	18%
		TOTAL	38	75%
	Daily Plans	1. Not Detailed	4	8%
		2. Mod. Detailed	12	24%
		3. Very Detailed	26	51%
		TOTAL	42	82%
TI2 p4#4	7. How flexible are you when it comes to changing your plans?	1. Quite inflexible	5	10%
		2. Mod. Flexible	6	12%
		3. Very Flexible	40	78%
		TOTAL	51	100%
TI2 p4#5	8. For what reasons might you make changes? (Teachers may give more than one reason.)	1. Children's Mood	21	41%
		2. Visitors, Events	33	63%
		3. Teachable Moments	18	35%
		4. Lack of Time	2	4%
		5. Disruption of Plans	7	14%
		6. Unexpected Needs of Children	3	6%
		7. Conferences, In-Services	2	4%
		8. Parent Suggestions	2	4%
		9. Seasonal Change	2	4%
TI2 p4#6	9. What are the expectations of the administration of the school when it comes to making written plans for kindergarten activities?	1. None	10	20%
		2. Day-Book/Quite Detailed Written Plans	19	37%
		3. Long-term, General plans	10	20%
		4. Teacher's Discretion	3	6%
		5. Monthly Plan	1	2%
		6. Don't Know	4	8%
		No Response	4	8%
		TOTAL	51	100%
PI p2#7a	10. Do you expect the kindergarten teacher to keep a day book?	1. Yes	43	84%
		2. No	8	16%
		TOTAL	51	100%
PI p2#7b	11. Do you expect the kindergarten teacher to follow a schedule of daily activities?	1. Yes	44	86%
		2. No	7	14%
		TOTAL	51	100%
PI p3#7c	12. What about lesson plans? Do you expect the kindergarten teacher to prepare lesson plans for each activity?	1. Yes	11	22%
		2. No	39	76%
		No Response	1	2%
		TOTAL	51	100%
PI p3#7d	13. Do you expect the kindergarten teacher to do any long-term planning? For example, do you ask her/him to prepare:	1. Weekly Plans	21	41%
		2. Monthly Plans	30	59%
		3. Yearly Plans	34	67%

TABLE 3.4

ENVIRONMENTAL CHANGES

Ref.	Question or Item	Response Categories	Response Frequencies	
	The next set of questions has to do with how often the classroom environment is changed.			
TI2 p8#1	1. First, how often are major changes made? (A major change might be a total rearrangement of the centres, the addition of new centres, the replacement of several centres)	1. Weekly	3	6%
		2. Monthly	12	24%
		3. Seasonally	23	45%
		4. Once a Year	9	18%
		5. Never	4	8%
		TOTAL	51	100%
TTI2 p8#2	2. How often are moderate changes made? (A moderate change might be the addition of a new piece of major equipment, the addition of a new centre.)	1. Weekly	25	49%
		2. Monthly	13	25%
		3. Seasonally	10	20%
		4. Once a Year	2	4%
		5. Never	1	2%
		TOTAL	51	100%
TI2 p8#3	3. Are there any activity centres that you would like to establish but that you cannot for lack of equipment, space, materials?	1. Yes	39	76%
		2. No	12	24%
		TOTAL	51	100%
	If yes, specify.	1. Waterplay	9	18%
		2. Cooking	8	16%
		3. Woodworking	8	16%
		4. Sandplay	6	12%
		5. Minigym or Climbing	6	12%
		6. Listening	5	10%
		7. Puppets/Theatre	4	8%
		8. Store	4	8%

TABLE 3.5

MANITOBA SOURCEBOOKS AND CURRICULUM GUIDES

Ref.	Question or Item	FAMILIARITY			MEAN
T12 p11#1	1. How familiar are you with the kindergarten sections of the following Manitoba sourcebooks and curriculum guides? (Excluding Immersion programs. N=44)				
		Not At All (1)	Some-what (2)	Very (3)	
	a. Early Childhood: A Time for Learning, A Time for Joy, 1979	1 2%	13 30%	30 68%	2.7
	b. English Language Arts: Early Years, 1982	6 14%	23 52%	15 34%	2.2
	c. Health: Kindergarten (Interim Guide) 1983	4 9%	27 61%	13 30%	2.2
	d. Social Studies: Kindergarten, 1982	4 9%	21 48%	19 43%	2.3
	e. K-6 Art, 1983	4 9%	24 55%	16 36%	2.3
	f. K-6 Mathematics, 1978 (Interim Guide) 1983	3 7%	22 50%	29 66%	2.4
	g. K-6 Music, 1978	13 30%	25 57%	13 30%	2.3
	h. K-6 Physical Education, 1981	10 23%	20 45%	14 32%	2.1
	i. K-6 Science, 1979	3 7%	24 55%	17 39%	2.3
	j. K-6 Computer Awareness Guide, 1983	22 50%	17 39%	5 11%	1.6

Cont'd. . .

TABLE 3.5 (Continued) MANITOBA SOURCEBOOKS AND CURRICULUM GUIDES

T12 p11#2	2. To what extent do you use the kindergarten sections of the following Manitoba sourcebooks and curriculum guides? (Excluding Immersion programs. N=44)				
		EXTENT OF USE			
		Not At All (1)	Somewhat (2)	Quite A Lot (3)	MEAN
	a. Early Childhood: A Time for Learning, A Time for Joy, 1979	1 2%	17 39%	26 59%	2.6
	b. English Language Arts: Early Years, 1982	10 23%	18 41%	16 36%	2.1
	c. Health: Kindergarten (Interim Guide) 1983	8 18%	24 55%	12 27%	1.8
	d. Social Studies: Kindergarten, 1982	6 14%	18 41%	20 45%	2.3
	e. K-6 Art, 1983	8 18%	23 52%	13 30%	2.1
	f. K-6 Mathematics, 1978 (Interim Guide) 1983	6 14%	19 43%	19 43%	2.3
	g. K-6 Music, 1978	15 34%	23 52%	6 14%	1.7
	h. K-6 Physical Education, 1981	13 30%	20 45%	11 25%	2.0
	i. K-6 Science, 1979	9 20%	20 45%	15 34%	2.1
	j. K-6 Computer Awareness Guide, 1983	26 59%	14 32%	4 9%	1.3

Cont'd. . .

TABLE 3.5 (Continued) MANITOBA SOURCEBOOKS AND CURRICULUM GUIDES

Ref.	Question or Item	Response Categories	Response Frequencies #	%
T12 p11#3	3. In addition to the Manitoba guides and sourcebooks, are there any other teacher sourcebooks or resource materials that you use extensively in your kindergarten?	1. Yes	42	82%
		2. No	4	8%
		No Response	5	10%
		TOTAL	51	100%
	If yes, specify.			
	1. Mathematics Their Way (Baratta-Larton, M.). Addison, Wesley Publishing		7	14%
	2. Expressways. Gage Publishing		6	12%
	3. Sound of the Week (Baratta-Larton)		4	8%
	4. Workjobs (Baratta-Larton). Addison Wesley Publishing		4	8%
	5. School Division References		4	8%
	6. Early Childhood newsletters, magazines, handbooks		4	8%
	7. Alpha-Time		3	6%
	8. Kid's Stuff. Alberta Education		3	6%
	9. Peabody Language Development Kits		3	6%
	10. Alphabet Games and Activities		2	4%
	11. Alphabet Puppets		2	4%
	12. Early Skills Program. MacMillan		2	4%
	13. Ready Steps		2	4%
	14. Ginn (Starting Points). Ginn Publishing		2	4%
	15. Creative Math Experiences (Forte)		1	2%
	16. Holt Math Readiness		1	2%
	17. Developing Number Experiences		1	2%
	18. Elementary School Science. Addison-Wesley		1	2%
	19. Creative Science Experiences (Forte)		1	2%
	20. Science Learning Stories		1	2%
	21. DUSO (Developing Understanding of Self and Others)		1	2%
	22. CSS Program		1	2%
	23. Cook and Learn		1	2%
	24. A Sense of Me (D. Boyle)		1	2%
	25. I Am Somebody Special		1	2%
	26. Sweets and Snacks		1	2%
	27. Basic Beginnings: Learning Games (A.Kirchner)		1	2%
	28. Do and Make (Fletcher)		1	2%
	29. Circle Program - Language Development		1	2%
	30. Helping Young Children Learn		1	2%
	31. In and Out Round Activities for Spatial Relations		1	2%
	32. Early Learning Book. Taron Publishing		1	2%
	33. Early Childhood Activities (Elaine Commins)		1	2%
	34. Beginning Consonants		1	2%
	35. Listening, Movement Series		1	2%
	36. Ukrainian Curriculum Guide, Alberta		1	2%
	37. French Programs from Quebec and Ontario		1	2%
	38. Nelson Language Development Readers		1	2%
	39. The Complete Letter Book		1	2%
	40. C.E.L.		1	2%
	41. Inventory of Readiness		1	2%
	42. K. is for Kindergarten		1	2%
	43. Early Experiences		1	2%
	44. Apple Theme Books		1	2%

Cont'd. . .

TABLE 3.5 (Continued) MANITOBA SOURCEBOOKS AND CURRICULUM GUIDES

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
T12 p11#4	4. Do you have any suggestions or recommendations for improving the curricula for kindergarten programming? (Excluding Immersion. N=44)	1. Yes	22	43%
	Specify.			
	1. More inservices, sharing of ideas		3	6%
	2. Need more time to teach everything		2	4%
	3. Design curriculum of integrated themes		2	4%
	4. More detail, more content		2	4%
	5. Make more relevant for north		2	4%
	6. Should be one K. book		1	2%
	7. Design a more integrated curriculum K-3		1	2%
	8. More emphasis on readiness		1	2%
	9. More math		1	2%
	10. More help in implementing curriculum		1	2%
	11. More lesson plan suggestions		1	2%
	12. More sequencing of skills		1	2%
	13. Regular upgrading of curricula		1	2%
PI P2#5	5. Do you expect the kindergarten teacher to use the curricula developed by Manitoba Education?	1. Yes 2. No TOTAL	49 2 51	96% 4% 100%
PI P2#6	6. Is there any other resource material that the teacher is expected to follow?	1. Yes 2. No No Response TOTAL	18 29 4 51	35% 57% 8% 100%
	Specify.			
	1. Nothing Specific, Various Kits, Materials		7	14%
	2. Early Childhood Materials		6	12%
	3. School Division Handbooks, Manuals		4	8%
	4. Teacher's Choice		4	8%
	5. EIP, Screening		2	4%
	6. DUSO		1	2%
	7. Peabody		1	2%
	8. Gage Readiness		1	2%
	9. Workjobs		1	2%
	10. Circle Program, OISE		1	2%
	11. K. Teachers' Assn. Materials		1	2%

TABLE 3.6

MANITOBA SOURCEBOOKS AND CURRICULUM GUIDES FRENCH IMMERSION SCHOOLS (N=7)

Ref.	Question or Item			
T12 p14#1	1. How familiar are you with the kindergarten sections of the following Manitoba sourcebooks and curriculum guides?			
		FAMILIARITY		
		Not At All	Somewhat	Very
	a. L'enfance et les joies de l'apprentissage, 1979	3 43%	-	4 57%
	b. Mathématiques - maternelle, 1979	2% 28%	2 28%	3 43%
	c. Education physique, programme-cadre M à 12, 1982	2 29%	1 14%	4 57%
	d. Education physique, maternelle, 1982	1 14%	2 29%	4 57%
	e. Education visuelle, M à 6, 1982	2 29%	1 14%	4 57%
	f. Les themes de la maternelle (automne, hiver, printemps, été, année),1984	-	-	7 100%
	g. Pot-pourri, 1984	1 14%	2 29%	4 57%
	h. Bingo, 1984	-	1 14%	6 86%
	i Contes illustrés,1984	2 29%	-	5 71%
	j. Programme-Immersion - français oral M à 12, 1977	2 29%	1 14%	4 57%

. . . . Cont'd.

TABLE 3.6 (Continued) MANITOBA SOURCEBOOKS AND CURRICULUM GUIDES
FRENCH IMMERSION SCHOOLS (N=37)

Ref.	Question or Item	FAMILIARITY		
		Not At All	Some-what	Quite a Lot
TI2 p14#2	To what extent do you use the kindergarten sections of the following Manitoba sourcebooks and curriculum guides?			
	a. L'enfance et les joies de l'apprentissage, 1979	4 57%	1 14%	2 29%
	b. Mathématiques - maternelle, 1979	2 28%	3 43%	2 28%
	c. Education physique, programme-cadre M à 12, 1982	3 43%	1 14%	3 43%
	d. Education physique, maternelle, 1982	2 28%	2 28%	3 43%
	e. Education visuelle, M à 6, 1982	3 43%	2 28%	2 28%
	f. Les themes de la maternelle (automne, hiver, printemps, été, année), 1984	-	2 29%	5 71%
	g. Pot-pourri, 1984	4 57%	2 29%	1 14%
	h. Bingo, 1984	4 57%	-	3 43%
	i Contes illustrés, 1984	3 43%	2 28%	2 28%
	j. Programme-Immersion - français oral M à 12, 1977	2 28%	3 43%	2 28%

TABLE 3.7

THEMES

Source	Question or Item	Response Categories	Response Frequencies #	%
TI2 P10#1	1. Do you use a theme approach in your classroom?	1. Yes	34	67%
		2. No	4	8%
		3. Sometimes	13	25%
		TOTAL	51	100%
TI2 P10#2	2. On average, what is the duration of a theme in your classroom?	1. One Week	16	31%
		2. More Than a Week	30	59%
		3. Varies	1	2%
		4. N/A (Don't Use)	4	8%
		TOTAL	51	100%
TI2 P10#3	3. Could you give me some examples of themes you have used over the past year?	1. Seasons	26	51%
		2. Holidays	22	43%
		3. Circus/Zoo	15	29%
		4. Farm	12	24%
		5. Community/Helpers	8	16%
		6. Animals/Birds, Insects	7	14%
		7. Me/Myself/ My Feelings	7	14%
		8. Foods/Nutrition	6	12%
		9. Dinosaurs	5	10%
		10. Colours	5	10%
		11. Transportation	5	10%
		12. Letters/Sounds	5	10%
		13. 5 Senses	4	8%
		14. Shapes	3	6%
		15. Family	3	6%
		16. Water	2	4%
		17. Voyageurs	2	4%
		18. Safety	2	4%
		19. Concerts	2	4%
		20. Misc. Other (left-right; measures;money; store; Mexico; bicycle safety; wood; problem solving; newspaper; numbers; human body; lollipops;environment; snow;stars;museum; camping; artifacts; 3 bears; gingerbread man; Arctic; graduation; vegetables; school)	24	47%

Cont'd. . .

TABLE 3.7 (Continued) THEMES

Source	Question or Item	Response Categories	Response Frequencies	
TI2 P10#4	4. How do you go about choosing themes?	1. Seasonal Items/ Holidays	45	88%
		2. Suggestions of Children	28	55%
		3. What Teacher Believes Children Will Find Interesting	38	75%
		4. Available Equipment/Materials	29	57%
		5. Cultural Backgrounds of Children	22	43%
		6. Other:		
		-Curriculum/Guides	10	20%
		-Events/Occasions	2	4%
		-Parents'Suggestions	1	2%
		-Other Teachers	1	2%
T12 P10#5	5. In your opinion, how effective has the theme approach been for integrating kindergarten activities?	1. Not at all Effective	1	2%
		2. Slightly Effective	1	2%
		3. Moderately Effective	7	14%
		4. Very Effective	38	75%
		5. N/A (Don't Use)	4	8%
		TOTAL	51	**100%**
TI2 P10#6	6. Are there any particular themes that have worked well for you that you would recommend to other kindergarten teachers? If yes, what themes?	1. Yes	34	67%
		1. Holidays	13	25%
		2. Seasons	9	18%
		3. Farm	7	14%
		4. Animals/Birds /Insects	5	10%
		5. Circus/Zoo	3	6%
		6. Foods/Nutrition	3	6%
		7. Dinosaurs	3	6%
		8. Transportation	3	6%
		9. Health/Safety	3	6%
		10. 5 Senses	2	4%
		11. Fairy Tales/Rhymes	2	4%
		12. Community Helpers	1	2%
		13. Colours	1	2%
		14. Letters/Sounds	1	2%
		15. Water	1	2%
		16. Families	1	2%
		17. Newspaper	1	2%
		18. Lollipops	1	2%
		19. Left-Right	1	2%
		20. Measures	1	2%

Cont'd. .

ABLE 3.7 (Continued) THEMES

Source	Question or Item	Response Categories	Response Frequencies	
		21. Vegetables	1	2%
		22. Graduation	1	2%
		23. Fun Fair	1	2%
		24. Problem Solving	1	2%
		25. Energy	1	2%
		26. Jelly Beans	1	2%
Obs. p19-25	7. a. Was an integrating theme being used?	1. Yes	22	43%
		2. Not in evidence	29	57%
		TOTAL	51	100%
	b. If yes, what proportion of whole group session time was related to the theme? (N=22)	0. None	1	4%
		1. 20% of time	1	4%
		2. 30% of time	2	9%
		3. 40% of time	4	18%
		4. 50% of time	5	23%
		5. 60% of time	2	9%
		6. 70% of time	3	14%
		7. 80% of time	1	4%
		8. 90% of time	2	9%
		9. 100% of time	1	4%
		TOTAL	22	100%
	c. What proportion of part group activities were related to the theme?	1. N/A (No part group activities)	11	52%
		2. None	5	23%
		3. 30% of activities	1	5%
		4. 60% of activities	1	5%
		5. 70% of activities	1	5%
		6. 100% of activities	4	18%
		TOTAL	22	100%
	d. What proportion of play activities were related to the theme?	1. None	12	55%
		2. 20% of activities	2	9%
		3. 30% of activities	4	18%
		4. 40% of activities	3	14%
		5. 70% of activities	1	4%
		TOTAL	22	100%
Obs. p19-25	8. What themes were being used?	1. Spring	2	9%
		2. Spring/Farm	2	9%
		3. Spring/Farm/Circus	1	4%
		4. Farm	3	14%
		5. Circus	4	18%
		6. Spring/Circus	1	4%
		7. Zoo	1	4%
		8. Spring/Farm/Letters	1	4%
		9. Letters (Alphabet)	2	9%
		10. Young Authors	1	4%
		11. Transportation	1	4%
		12. Insects (Spring)	1	4%
		13. Hospital	1	4%
		14. Three Bears	1	4%
		TOTAL	22	100%

TABLE 3.8

SCHEDULING AND TIMETABLING

Ref.	Question or Item	Response Categories	Full Day K's (N=14)	Half Day K's (N=37)	Total K's (N=51)
Obs. p.16	1. How many hours was the K in operation?	1. 2 1/2 hrs.	1 7%	33 89%	34 66%
		2. 2 3/4 hrs.	4 29%	1 3%	5 10%
		3. 3 hrs.	9 64%	3 8%	12 24%
		TOTAL	14 100%	37 100%	51 100%
Obs. p.16	2. WHOLE-GROUP SESSIONS	1. 1-3			9 18%
	a. How many whole-group sessions were observed?	2. 4-6			25 49%
		3. 7-9			16 31%
		4. 10 or more			2 4%
		TOTAL			51 100%
		Mean			5.5 Sess
	b. What was the average length of a whole-group session?	1. 15 minutes			37 73%
		2. 30 minutes			12 23%
		3. 45 minutes			1 2%
		Missing			1 2%
		TOTAL			51 100%
		Mean			19.1 Mins.
			2.5 hr. Progs. (N=34)	2.75 hr. Progs. (N=5)	3 hr. Progs. (N=12)
	c. What was the total length of all whole-group sessions?	1. 150 mins.			3 25%
		2. 135 mins.	2 6%	1 20%	1 8%
		3. 120 mins.	6 18%	-	2 17%
		4. 105 mins.	10 29%	1 20%	2 17%
		5. 90 mins.	8 23%	3 60%	2 17%
		6. 75 mins.	6 18%	-	1 8%
		7. 60 mins.	1 3%	-	1 8%
		8. 45 mins.	1 3%	-	-
		TOTAL	34 100%	5 100%	12 100%
		Mean	98 mins.	102 mins	103 mins
		% of Time	65%	62%	62%
					Total K. (N=51)
	d. What percent of the total time did whole-group sessions occupy?	1. 90% of total time			2 4%
		2. 80% of total time			11 22%
		3. 70% of total time			12 24%
		4. 60% of total time			14 27%
		5. 50% of total time			8 16%
		6. 40% of total time			2 4%
		7. 30% of total time			2 4%
		TOTAL			51 100%
		Mean (% of Total Time)			64%

Cont'd. . .

TABLE 3.8 (Continued) SCHEDULING AND TIMETABLING

Ref.	Question or Item	Response Categories			Total K's (N=51)
Obs. p.16	3. PART-GROUP SESSIONS: ADULT DIRECTED	0. None			36 70%
		1. One			9 18%
		2. Two			3 6%
	a. How many part-group sessions were observed?	3. Four			3 6%
		TOTAL			51 100%
		Mean			.53
		Mean			Sess.
	b. What was the average length of a part-group session?	0. None			36 70%
		1. 15 minutes			9 18%
		2. 30 minutes			5 10%
		3. 45 minutes			1 2%
		TOTAL			51 100%
		Mean			22 mins.
			2.5 hr. Progs. (N=34)	2.75 hr. Progs. (N=5)	3 hr. Progs. (N=12)
	c. What was the total length of all part-group sessions?	0. None	25 74%	4 80%	7 58%
		1. 75 mins.	-		1 8%
		2. 60 mins.	-	-	1 8%
		3. 45 mins.	2 6%	1 20%	1 8%
		4. 30 mins.	3 9%	-	-
		5. 15 mins.	4 12%	-	2 17%
		TOTAL	34 100%	5 100%	12 100%
		Mean	27 mins.	45 mins	42 mins.
					Total K. (N=51)
	d. What percent of the total time did part-group sessions occupy?	0. None			36 70%
		1. 40% of total time			1 2%
		2. 30% of total time			5 10%
		3. 20% of total time			3 6%
		4. 10% of total time			6 12%
		TOTAL			51 100%
		Mean (% of Time)			6%
Obs. p.16	4. PLAY-ACTIVITY, AND COMBINED SESSIONS (A COMBINED SESSION IS PART GROUP AND PART PLAY	0. None			3 6%
		1. One			40 78%
		2. Two			7 14%
		3. Three			1 2%
	a. How many play-activity sessions or combined sessions were observed?	TOTAL			51 100%
		Mean			1.24

Cont'd. . .

TABLE 3.8 (Continued) SCHEDULING AND TIMETABLING

Ref.	Question or Item	Response Categories			Total K's (N=51)	
	4. (Cont'd.)				Total K. (N=51)	
	b. Were sessions play-activity sessions, (all children engaged in play activities), or combined sessions (teacher worked with a group of children while the rest of the class engaged in play activities)?	0. N/A (No Play/Activity)			3	6%
		1. Play-activity			35	69%
		2. Combined			12	24%
		3. Both (One Combined and one Play-activity)			1	2%
		TOTAL			51	100%
	c. What was the average length of a play-activity or combined session?	0. None			3	6%
		1. 15 minutes			12	24%
		2. 30 minutes			10	20%
		3. 45 minutes			14	28%
		4. 60 minutes			9	18%
		5. 75 minutes			2	4%
		6. 90 minutes			1	2%
		TOTAL			51	100%
		Mean			37 mins.	
			2.5 hr. Progs. (N=34)	2.75 hr. Progs. (N=5)	3 hr. Progs. (N=12)	
	d. What was the total length of all play-activity and combined sessions?	0. None	2 6%	-	1	8%
		1. 90 mins.	-	-	1	8%
		2. 75 mins.	1 3%	1 20%	-	
		3. 60 mins.	5 15%	2 40%	2	17%
		4. 45 mins.	11 32%	-	3	25%
		5. 30 mins.	8 24%	1 20%	1	8%
		6. 15 mins.	7 20%	1 20%	4	33%
		TOTAL	34 100%	5 100%	12	100%
		Mean	36 mins.	48 mins	36 mins.	
		% of Time	24%	28%	20%	
	e. What percent of the total time did play-activity and combined sessions occupy?	0. None			3	6%
		1. 50% of total time			2	4%
		2. 40% of total time			8	16%
		3. 30% of total time			16	31%
		4. 20% of total time			10	20%
		5. 10% of total time			12	24%
		TOTAL			51	100%
		Mean (% of Total Time)			24%	

Cont'd. . .

TABLE 3.8 (Continued) SCHEDULING AND TIMETABLING

Ref.	Question or Item	Response Categories					Average % of Time	
Obs. p.16	5. TOTAL SESSIONS (ALL TYPES)							
	a. On average, what proportion of time was spent on each type of session?	1. Whole-group					64%	
		2. Part-group					6%	
		3. Play-activity or Combined					24%	
		4. Recess					6%	
		TOTAL					100%	
							Total K's (N=51)	
	b. How many sessions were observed?	1. Five					2	4%
		2. Six					8	16%
		3. Seven					13	25%
		4. Eight					7	14%
		5. Nine					8	16%
		6. 10 or More					13	25%
		TOTAL					51	100%
		Mean					8 Sess.	
TI2. p.5#1			Half Day K's (N=37)		Full Day K's (N=14)		Total K's (N=51)	
	6. WHOLE-GROUP SESSIONS							
	a. In an average K. day of (state number of hours), how many whole-group sessions do you have?	1. 1-3	18	49%	3	21%		
		2. 4-6	19	51%	6	43%		
		3. 7 or more			5	36%		
		TOTAL	37	100%	14	100%		
		Mean	3.5		5.8			
	b. What is the total amount of time spent on whole-group sessions in an average day?	1. 30 mins.	4	11%	-			
		2. 45 mins.	5	14%	-			
		3. 60 mins.	14	27%	1	7%		
		4. 75 mins.	5	14%	-			
		5. 90 mins.	5	14%	1	7%		
		6. 105 mins.	2	5%	-			
		7. 120 mins.	1	3%	3	21%		
		8. 150 mins.	1	3%	5	36%		
		9. 210 mins.			4	29%		
		TOTAL	37	100%	14	100%		
		Mean	68 mins.		148 mins			

Cont'd. . .

TABLE 3.8 (Continued) SCHEDULING AND TIMETABLING

Ref.	Question or Item	Response Categories	Half Day K's (N=37)		Full Day K's (N=14)		Total K's (N=51)	
	c. What percent of the total time is spent on whole-group sessions in an average day?	1.20% of time	4	11%	1	7%	5	10%
		2.30% of time	5	14%	1	7%	6	12%
		3.40% of time	14	30%	3	21%	17	33%
		4.50% of time	5	14%	5	36%	10	20%
		5.60% of time	5	14%	-		5	10%
		6.70% of time	2	5%	4	29%	6	12%
		7.80% of time	1	3%			1	2%
		8.90% of time	1	3%			1	2%
			37	100%	14	100%	51	100%
		Mean (% of Time)		45%		49%		46%
TI2. p5#3	7. PART-GROUP SESSIONS: ADULT DIRECTED							
	a. In an average K. day of (state number of hours), how many adult directed part-group sessions do you have?	0. None	14	39%	4	29%		
		1. One	14	39%	5	36%		
		2. Two	5	14%	2	14%		
		3. Three	-		2	14%		
		4. 4 or more	1	3%	1	7%		
		TOTAL	37	100%	14	100%		
		Mean	.84		1.36			
	b. What is the total amount of time spent on part-group sessions in an average day?	0. None	14	39%	4	29%		
		1. 30 mins.	16	43%	6	43%		
		2. 45 mins.	5	14%	2	4%		
		3. 60 mins.	1	3%	2	4%		
		4. 75 mins.	-		-			
		5. 90 mins.	1	3%	-			
		TOTAL	37	100%	14	100%		
		Mean	23 mins.		28 mins.			
	c. What percent of the total time is spent on part-group sessions in an average day?	0. None	14	39%	4	29%	18	35%
		1.10% of time	-		6	43%	6	12%
		2.20% of time	16	43%	4	29%	20	39%
		3.30% of time	5	14%	-		5	10%
		4.40% of time	1	3%	-		1	2%
		5.50% of time	-		-		-	
		6.60% of time	1	3%	-		1	2%
		TOTAL	37	100%	-		51	100%
		Mean (% of Time)		15%		10%		14%

Cont'd. . .

TABLE 3.8 (Continued) SCHEDULING AND TIMETABLING

Ref.	Question or Item	Response Categories	Half Day K's (N=37)	Full Day K's (N=14)	Total K's (N=51)
2. #2	8. PLAY-ACTIVITY SESSIONS				
	a. In an average K. day of (state number of hours), how many play-activity sessions do you have?	1. One	29 59%	1 7%	
		2. Two	7 19%	7 50%	
		3. Three	1 3%	2 14%	
		4. Four	-	3 21%	
		5. Five	-	1 7%	
		TOTAL	37 100%	14 100%	
		Mean	1.2	2.7	
	b. What is the total amount of time spent on play-activity sessions in an average day?	1. 30 mins.	9 24%	-	
		2. 45 mins.	11 30%	-	
		3. 60 mins.	14 39%	6 43%	
		4. 75 mins.	1 3%	-	
		5. 90 mins.	1 3%	2 14%	
		6. 105 mins.	-	2 14%	
		7. 120 mins.	-	1 7%	
		8. 150 mins.	1 3%	3 21%	
		TOTAL	37 100%	14 100%	
		Mean	52 mins.	95 mins.	
	c. What percent of the total time is spent on play-activity sessions in an average day?	1. 20% of time	9 24%	6 43%	15 29%
		2. 30% of time	11 30%	2 14%	13 25%
		3. 40% of time	14 39%	3 21%	17 33%
		4. 50% of time	1 3%	3 6%	4 8%
		5. 60% of time	1 3%	-	1 2%
		6. 70% of time	-	-	-
		7. 80% of time	-	-	-
		8. 90% of time	1 3%	-	1 2%
			37 100%	14 100%	51 100%
		Mean	35%	32%	34%
TI2 p5	9. TOTAL SESSIONS (ALL TYPES		Average Amt. of Time	Average Amt. of Time	Average Amt. of Time
	a. On average, how much time is spent on each type of session? (All programs)	1. Whole-group	68 mins.	148 mins.	
		2. Part-group	23 mins.	28 mins.	
		3. Play-activity	52 mins.	95 mins.	
		4. Recess	7 mins.	29 mins.	
		TOTAL	150 mins.	300 mins.	
			Average % of Time	Average % of Time	Average % of Time
	b. On average, what proportion of time is spent on each type of session? (All programs)	1. Whole-group	45%	49%	46%
		2. Part-group	15%	10%	14%
		3. Play-activity	35%	32%	34%
		4. Recess	5%	9%	6%
		TOTAL	100%	100%	100%

CHAPTER 4

CLASSROOM ACTIVITIES: CONTENT

KINDERGARTEN ASSESSMENT 1985
TECHNICAL REPORT

TABLE 4.1
TYPES OF WHOLE-GROUP ACTIVITIES
OBSERVATIONS (Ref.Obs. pp. 16,19-20
(N=51)

Types of Whole Group Activities	Total Progs. (N=51)	No. of Activities				Amount of Time						
		1	2	3	4+	5 min.	15 min.	25 min.	35 min.	45 min.	55 min.	Mean+ Min.
1. Oral Language Development (Discussions, Drama, etc.)	46 90%	37%	37%	8%	8%	6%	24%	35%	14%	10%	4%	26
2. Group Instruction (Specific concepts, letters, etc.)	38 75%	35%	24%	12%	4%	10%	25%	22%	10%	2%	6%	23
3. Reading Stories to Group	33 65%	61%	4%			37%	22%	4%	2%			10
4. Arts and Crafts Sessions	13 25%	24%	4%			8%	14%	2%	2%	2%		18
5. Music, Singing	30 59%	47%	10%	2%		29%	24%	4%			2%	12
6. Movement, Dance, Physical Activities in Classroom	12 24%	20%	4%			12%	12%					10
7. Gymnasium Sessions	16 31%	29%	2%			2%	16%	10%	4%			20
8. Outdoor Physical Act. (excluding recess)	9 18%	16%	2%			2%	10%	2%	4%			19
9. Films, VCR, Movies	2 4%	4%				2%	2%					10
10. Visits to School Library	6 12%	12%				4%	6%	2%				13
11. Snack Time	20 39%	39%				25%	12%	2%				9
12. Planning Time	19 37%	37%				36%						5
13. Clean Up	34 67%	65%	2%			65%	2%					5
14. Paper and Pencil Act.	7 14%	8%	6%			2%	8%	4%				17
15. Cooking and Food Prep.	2 4%	4%								2%	2%	40
16. Computers	1 2%						2%					15
17. French Language Inst.	2* 4%	4%				2%	2%					10
18. Rest Time	1 2%	2%					2%					15
19. Birthday Party	1 2%	2%					2%					15
20. Assemblies, School Events	4 8%	8%				2%	2%	4%				18
21. Transitional Time	51 100%					26%	60%	12%	2%			13

*Does not include immersion programs.
+Mean refers only to those programs in which the activity occurred.

TABLE 4.2

WHOLE-GROUP ACTIVITIES

Teacher Interviews

Question: On the chart below, circle the average number of days per week each activity is scheduled, and state the approximate minutes per day for each activity. (Teacher Interviews, T12, p.25)

	TIMES PER WEEK OR CYCLE					AVE. MINS. PER DAY*	
ACTIVITIES	None or Less Than Weekly (0)	Once/ Cycle or 1-2 Day a Week (1)	Twice/ Cycle or 3-4 Days a Week (3)	Every Day (5)	Mean Days (N=50)	Half Day (N=37)	Full Day (N=13)
1. Oral Language Development (Discussions, Creative Drama, Storytelling, etc.)	-	-	6%	94%	4.9	26	46
2. Large Group Instruction (Teaching specific concepts, e.g., sounds, letters, number concepts, days, months, etc.	-	-	2%	98%	4.9	24	54
3. Reading Stories to Class	-	6%	12%	82%	4.5	14	22
4. Large Group Arts and Crafts	4%	20%	30%	46%	4.3	29	30
5. Large Group Singing Games Action Rhymes, Finger Plays	-	4%	22%	74%	4.4	17	19
6. Large Group Movement, Dance, Physical Activities in Classroom	6%	24%	28%	42%	3.2	14	16
7. Gymnasium Sessions	10%	30%	26%	34%	3.4	23	30
8. Outdoor Physical Activities	4%	50%	-	46%	2.6	17	37
9. Large Group Films, VCR	22%	70%	4%	4%	1.0	17	17
10. Visits to School Library	30%	66%	-	5%	.9	24	17
11. Snack Time	22%	10%	2%	66%	3.5	16	19
12. Planning Time (Children Plan and select Activities)	27%	25%	-	47%	2.6	13	13
13. Clean Up	-	-	2%	90%	4.9	13	13

*Excludes programs in which activity did not take place.

TABLE 4.3

RECESS AND USE OF OUTDOOR FACILITIES

Ref.	Question or Item	Response Categories	Response Frequencies	
Obs. p16	1. On the day of observation, did the kindergarten participate in the recess period of the rest of the school?	1. Yes	38	75%
		2. No	13	25%
		TOTAL	**51**	**100%**
TI1 p5#15	2. a. Does the K. participate in the recess period of the rest of the school?	1. Yes (All Year)	13	25%
		2. Yes (Spring Only)	33	65%
		3. No	5	10%
		TOTAL	**51**	**100%**
	b. If so, who supervises the K. children during the recess period?	1. K. Teacher	11	22%
		2. Teachers on Duty	31	61%
		3. Paraprofessional	4	8%
		TOTAL	**51**	**100%**
TI1 p5#16	3. In addition to recesses, how often does the K. use the outdoor recreational area?			
	a. In the Fall	1. Daily	16	31%
		2. Weekly	19	37%
		3. Monthly	5	10%
		4. Less Than Monthly	7	14%
		5. Not Applicable	4	8%
		TOTAL	**51**	**100%**
	If daily, state minutes/day	1. 15 or less	5	10%
		Not stated	11	22%
	b. In the Winter	1. Daily	3	6%
		2. Weekly	5	10%
		3. Monthly	8	16%
		4. Less Than Monthly	31	61%
		5. Not Applicable	4	8%
		TOTAL	**51**	**100%**
	If daily, state minutes/day	1. 15 or less	3	6%
	c. In the Spring	1. Daily	23	45%
		2. Weekly	24	47%
		3. Not Applicable	4	8%
		TOTAL	**51**	**100%**
	If daily, state minutes/day	1. 15 or less	10	20%
		2. 16-30 minutes	8	16%
		3. 31-45 minutes	1	2%

TABLE 4.4

TYPES OF PART-GROUP ACTIVITIES
OBSERVATIONS (Ref. Obs.pp. 16,21-22
(N=51)

Types of Part Group Activities	Total Progs. (N=51)	No. of Activities				Amount of Time						
		1	2	3	4+	5 min.	15 min.	25 min.	35 min.	45 min.	55 min.	Mean+ Min.
1. Oral Language Development (Discussions, Drama, etc.)	6 12%	2%	8%	2%	-	-	8%	4%				18
2. Group Instruction (Specific concepts, letters, etc.)	6 12%	6%	2%	2%	2%	4%	4%	2%	-	2%		18
3. Reading Stories to Group	2 4%	2%	2%			2%						5
4. Arts and Crafts Sessions	6 12%	2%	8%		2%	2%	2%	4%	2%	2%		25
5. Music, Singing	1 2%	2%				2%						5
6. Gymnasium Sessions	1 2%				2%			2%				25
7. Snack Time	1 2%	2%				2%						5
8. Paper and Pencil Activities	4 8%	4%			4%	2%	2%	-	-	4%		28
9. Computers	2 4%	2%	2%				2%				2%	10

+Mean includes only those programs in which the activity occurred.

TABLE 4.5

TYPES OF PLAY ACTIVITIES
OBSERVATIONS (Ref. Obs. pp. 16,23-25
(N=51)

Types of Part Group Activities	Total Progs. (N=51)	No. of Activities				Amount of Time							
		1	2	3	4+	5 min.	15 min.	25 min.	35 min.	45 min.	55 min.	65 min.	Mean+ Min
1. Artwork Construction	41%	33%	8%			6%	4%	2%	6%	10%	8%	6%	39
2. Art: Drawing, Painting Modelling, etc.	51%	43%	6%		2%	4%	10%	8%	8%	12%	4%	6%	35
3. Large Blocks/Large Manipulatives	51%	47%	4%			4%	10%	6%	14%	8%	6%	4%	34
4. Cooking/Food Prep.	6%	6%							2%		2%	2%	52
5. Dress Up Centre	35%	31%	4%			2%	12%	2%	2%	12%	4%	2%	33
6. Educational Games	47%	45%	2%		2%	2%	6%	6%	8%	12%	10%	4%	39
7. Library	25%	22%	4%			2%	6%	6%	2%	4%	4%	2%	33
8. Listening Centre	25%	25%				2%	4%		6%	10%	2%	2%	37
9. Manipulative/Perceptual (Fine Motor Coord.)	41%	37%	4%			4%	8%	6%	2%	8%	10%	4%	37
10. Conceptual/Sorting/ Classifying/Matching	67%	53%	14%			6%	8%	12%	6%	14%	16%	6%	38
11. Playhouse	51%	49%	2%			4%	8%	6%	6%	14%	8%	6%	38
12. Paper and Pencil Storywriting	37%	27%	6%	2%	2%	2%	6%	10%	4%	6%	2%	8%	37
13. Puppets	8%	8%								8%			45
14. Rest Activities	4%	4%				2%						2%	35
15. Sandbox	43%	41%	2%			2%	12%	2%	8%	8%	8%	2%	36
16. Store	12%	12%						2%	2%	6%	2%		42
17. Vehicles	33%	31%	2%				12%	2%	4%	8%	6%	2%	36
18. Viewing	4%	4%							4%				35
19. Waterplay	27%	27%				4%	4%	2%	2%	6%	6%	4%	38
20. Woodworking	16%	16%						2%	4%	4%	4%	2%	45
21. Physical Activities	20%	20%					4%		10%		4%	2%	38
22. Computers	18%	18%					2%	4%	4%	4%	4%		37

+Mean includes only those programs where activity occurred.

TABLE 4.6

TYPES OF PLAY/ACTIVITIES BY MONTHS IN USE
TEACHER INTERVIEWS (N=51)

Question: Listed below are a number of activity centres that may have been used in your classroom in the past year. Indicate the number of months each centre was in use. [Ref.,TI2,p.26]

	MONTHS IN USE						
ACTIVITY CENTRES	Not Stated	None	1-3 Mos.	4-6 Mos.	7-9 Mos.	10 Mos.	Mean Mos.
1. Artwork Construction	2%	4%	4%	6%	4%	82%	9.5
2. Art: Drawing, Painting, Modelling, etc.	2%	2%	4%	4%	10%	79%	9.1
3. Large Blocks/Large Manipulatives	2%	2%	2%	2%	8%	84%	9.4
4. Cooking/Food Preparation	8%	29%	22%	6%	-	36%	4.7
5. Dress Up Centre	4%	4%	2%	2%	10%	78%	9.1
6. Educational Games	2%	-	-	4%	6%	82%	9.1
7. Library	2%	-	-	4%	4%	94%	9.8
8. Listening Centre	4%	16%	2%	8%	16%	55%	7.6
9. Manipulative/Perceptual (Fine Motor Coord.)	2%	4%	2%	2%	10%	80%	9.2
10. Math/Science	4%	14%	4%	14%	14%	51%	7.3
11. Playhouse	6%	6%	2%	4%	8%	74%	8.8
12. Paper and Pencil Storywriting	2%	24%	10%	22%	6%	37%	5.6
13. Puppets	8%	29%	10%	16%	4%	34%	5.1
14. Rest Activities	2%	57%	4%	2%	6%	29%	3.6
15. Sandbox	6%	12%	4%	14%	10%	55%	7.5
16. Store	6%	33%	29%	10%	4%	18%	3.8
17. Vehicles	-	55%	4%	6%	2%	33%	3.8
18. Viewing	4%	53%	6%	10%	2%	26%	3.4
19. Waterplay	6%	20%	16%	12%	8%	40%	5.9
20. Woodworking	-	59%	12%	6%	2%	20%	2.8

+Mean excludes missing values.

TABLE 4.7

USE OF MATERIALS AND EQUIPMENT
OBSERVATIONS (Ref.Obs.pp.19-25) (N=51)

MATERIALS AND EQUIPMENT	Users % of Progs. (N=51)	No. of Sessions in Use			Amount of Time								
		1 %	2 %	3 %	5 min. %	15 min. %	25 min. %	35 min. %	45 min. %	55 min. %	65 min. %	75 min. %	Mean+ Min. %
VIEWING EQUIPMENT													
1. Television (Reg.Prog.)	-												
2. Films, Movies	4	4	-	-	2	2							12
3. VCR Receivers	-												
4. Filmstrips, Projectors	2	2						2					35
5. Viewmasters, Slides	2	2						2					35
LISTENING EQUIPMENT													
1. Listening Sets	12	10		2	2	2		2	4	2			26
2. Record/Tape Players	55	45	10	2	18	16	6	8	4		2	2	22
COMPUTERS/SOFTWARE	24	20	4			6	6	2	4	6	4	2	25
MUSIC													
1. Rhythm Instruments	8	6	2		6							2	23
2. Recorded Music: Child Use	12	8	2	2	2			6	2		2		37
3. Recorded Music:Teacher	37	29	8		18	12	4	2	2				14
4. Piano	22	22			12	6	2	2					12
5. Other Musical Inst.	4	4			2	2							10
PHYSICAL EDUCATION													
1. Perceptual Motor Equip	20	18	2		2	4	6	2	4		2		30
2. Balls, Tossing Equip.	14	14			2	8			2		2		31
3. Mini-gym (Portable)	8	8						2	2	4			48
4. Large Equipment	14	12	2			10		2	2				22
5. Tunnel	-												
ARTS AND CRAFTS MATERIALS													
1. Artwork Construction	59	41	12	4	4	10	10	10	10	10	6		41
2. Painting/Drawing Mats.	55	37	16	2	4	10	8	10	10	10	4		40
3. Modelling Materials	16	10	6		4		4	2	2	4			36
4. Non-Creative Colouring	18	16	2		2	4	6		4			2	30
FOOD PREPARATION/COOKING	8	8						2	2	2	2		50
CONCEPTUAL MATERIALS													
1. Manipulative Materials	67	59	8		6	8	12	6	14	16	6		38
2. Puzzles	23	18	6		2	4	4	2	6	6			40
3. Science Apparatus	6	6							2	2	2		60
4. Educational Games	47	39	8		2	6	6	8	12	10	4		39
PERCEPTUAL MOTOR MATERIALS													
1. Large Manipulatives	51	47	4		4	10	6	14	8	6	4		34
2. Small Manipulatives	41	35	6		4	8	6	2	8	10	2	2	37
WOODWORKING/CARPENTRY	16	14	2				2	4	4	4	2		45
SANDPLAY MATERIALS													
1. Sandboxes	43	41	2		2	12	2	8	8	8	2		36
2. Sand - Wet	10	8	2			2		2		4	2		34
3. Sand - Dry	31	27	4		2	8	2	6	8	4		2	37
4. Sand Substitutes	2	2				2							15
5. Sandplay Equipment	25	25			2	6	2	6	4	6			38
6. Sandplay cars, toys	20	18	2			6		4	4	4	2		34
WATERPLAY TABLES/ EQUIPMENT	27	27			4	4	2	2	6	6	4		38
NATURAL MATERIALS	4	4				2					2		
PLAYHOUSE/EQUIPMENT	51	47	4		4	8	6	6	14	8	4	2	38

Cont'd. . .

TABLE 4.7 (Continued) USE OF MATERIALS AND EQUIPMENT

MATERIALS AND EQUIPMENT	Users % of Progs. (N=51)	No. of Sessions in Use 1 %	2 %	3 %	Amount of Time 5 min. %	15 min. %	25 min. %	35 min. %	45 min. %	55 min. %	65 min. %	75 min. %	Mean+ Min. %
DRESS UP MATERIALS	35	31	4		2	12	2	2	12	4	2		33
PLAY STORE	12	12					2	2	6	2			42
VEHICLES													
1. Trucks, Cars, Trains	33	33				12	2	4	8	6	2		36
2. Riding Toys, Wagons	6	6			2			2		2			32
REST: CUSHIONS, MATS	4	4			2							2	35
PAPER AND PENCIL MATERIALS	49												
1. Perceptual	8	4	2					2		4			35
2. Conceptual (Math)	20	16	4		6	2	6		6				29
3. Language Dev.(Reading)	35	31	2	2	8	12	6	4	4	6			30
LANGUAGE DEVELOPMENT MATERIALS													
1. Books: Child Use	33	25	2	6	4	10	4	4	4	2	4	2	33
2. Books: Teacher Use	65	55	8	2	35	22	2	4					10
3. Records: Child Use	12	12				4			8				35
4. Records: Teacher Use	2	2					2						25
5. Puppets	16	16			6	4			6				23
6. Language Exp. Charts	8	8			8								5
7. Reading Readiness Kits, Flashcards	39	27	10	2	8	12	6	4	4	6			26
8. Basal Readers	6	6				4					2		32
9. Calendars, Charts, Pictures	82												20

Includes all types of activities (whole group, play, and part group).

TABLE 4.8

USE OF MATERIALS AND EQUIPMENT
TEACHER INTERVIEWS (Ref.TI2pp.27-29)
(N=51)

MATERIALS AND EQUIPMENT	Never % (1)	Moly. % (2)	Wkly. % (3)	2-3/ Wk. % (4)	Daily % (5)	No Resp. %	Mean
VIEWING EQUIPMENT							
1. Television (Reg.Prog.)	57	33	6		2	2	1.5
2. Films, Movies	8	31	51	6	2	2	2.6
3. VCR	57	24	16			4	1.6
4. Filmstrips, Projectors	10	29	37	18	4	2	2.8
5. Viewmasters, Slides	61	18	14	2	10	4	2.0
N. Overhead Projectors, Slide Projectors, Slides	35	45	14	4	2		1.9
LISTENING EQUIPMENT							
1. Listening Sets	27	10	16	8	37	2	3.2
2. Record Players	4	2	8	16	67		4.4
3. Tape Recorders, Decks	2	4	20	18	55	2	4.2
COMPUTERS/SOFTWARE	25	20	20	12	10	4	2.7
MUSIC							
1. Rhythm Instruments	10	24	49	14	4		2.8
2. Recorded Music: Child Use	16	16	16	20	33		3.4
3. Recorded Music:Teacher		8	20	26	47		4.1
4. Piano	39	18	10	14	18	2	2.5
5. Other Musical Inst.	65	18	8	4	2	4	1.6
PHYSICAL EDUCATION							
1. Perceptual Motor Equipment	25	16	31	14	12	2	2.7
2. Balls, Tossing Equipment	18	6	33	22	20	2	3.2
3. Mini-gym (Portable)	72	6	6	4	6	6	1.6
4. Large Equipment	29	16	27	16	10	2	2.6
5. Tunnel	76	2	6	4	6	6	1.5
ARTS AND CRAFTS MATERIALS							
1. Artwork Construction			2	29	69		4.7
2. Painting/Drawing Mats.			4	27	69		4.6
3. Modelling Materials		10	35	24	29	2	3.7
4. Non-Creative Colouring	31	41	12	2	14		2.3
FOOD PREPARATION/COOKING	24	22	25	6	14	10	2.6
CONCEPTUAL MATERIALS							
1. Manipulative Materials		8	16	24	51	2	4.2
2. Puzzles		6	16	24	55		4.3
3. Science Apparatus	8	29	33	14	16		3.3
4. Educational Games	2	8	12	22	57		4.3
PERCEPTUAL MOTOR MATERIALS							
1. Large Manipulatives	8		8	29	55		4.2
2. Small Manipulatives	2	2	20	31	45		4.2
WOODWORKING/CARPENTRY	61	10	12	14	4		1.9
SANDPLAY MATERIALS							
1. Sandboxes	12	6	12	25	45		3.9
2. Sand - Wet	16	12	10	24	39		3.9
3. Sand - Dry	22	16	6	20	31	6	3.3
4. Sand Substitutes	65	16	2	6	8	4	1.7
5. Sandplay Equipment	18	10	24	18	31		3.4
6. Sandplay cars, toys	6	12	20	25	37		3.8
WATERPLAY TABLES/ EQUIPMENT	20	12	25	20	22	2	3.1
NATURAL MATERIALS	20	22	27	12	14	6	2.8
PLAYHOUSE/EQUIPMENT	2	4	8	22	63	2	4.4

Cont'd. . .

TABLE 4.8 (Continued) USE OF MATERIALS AND EQUIPMENT

MATERIALS AND EQUIPMENT	Never % (1)	Moly. % (2)	Wkly. % (3)	2-3/ Wk. % (4)	Daily % (5)	No Resp. %	Mean
DRESS UP MATERIALS	4	6	12	27	49	2	4.1
PLAY STORE	28	20	16	16	22		2.8
VEHICLES							
1. Trucks, Cars, Trains	14	6	24	12	43	2	3.7
2. Riding Toys, Wagons	71	10	8		8	4	1.6
REST: CUSHIONS, MATS							
1. Chair	55	8	6	8	18	6	2.2
2. Cushions, Mats	37	14	12	14	20	4	2.6
PAPER AND PENCIL MATERIALS							
1. Perceptual	14	29	35	8	14		2.8
2. Conceptual (Math)	18	33	24	14	12		2.9
3. Language Dev. (Reading)	27	27	29	4	10	2	2.4
LANGUAGE DEVELOPMENT MATERIALS							
1. Books: Child Use		2	12	25	61		4.5
2. Books: Teacher Use			6	16	78		4.7
3. Records: Child Use	16	10	22	27	24	2	3.3
4. Records: Teacher Use	8	27	32	20	12	2	3.5
5. Puppets	8	16	29	14	17		3.6
6. Language Exp. Charts	4	16	29	14	37		3.6
7. Reading Readiness Kits	24	24	16	18	20		2.9
8. Basal Readers	78	10	4	2	2	4	1.3
SMALL ANIMALS AND EQUIPMENT	71	10	8		12		1.7
FISH AND EQUIPMENT	65	12	10		6	8	1.6

TABLE 4.9

PRIME INTENTIONS OR OBJECTIVES
OF WHOLE-GROUP ACTIVITIES
(Ref.: Obs.pp. 19-20)

PRIME INTENTIONS OR OBJECTIVES	% of K's in Which Obj. Occurred	Ave. No.of Whole Group Sessions	Ave. Mins. Given Obj.	% of Whole Group Time (100 Mins.)	% of Total Time (158 Mins.)
1. Oral Language Development (Listening/Speaking Skills)	100%	3.0	48	48%	30%
2. Written Language Development	71%	1.3	17	17%	11%
3. Fine Motor Development	25%	.3	5	5%	3%
4. Gross Motor Development	65%	.9	16	16%	10%
5. Cognitive Development	80%	1.4	22	22%	14%
6. Health and Safety	24%	.3	3	3%	2%
7. Music, Aesthetics	61%	.9	13	13%	8%

TABLE 4.10

PRIME INTENTIONS OR OBJECTIVES OF PART-GROUP ACTIVITIES

(Ref.: Obs.pp. 21-22)

PRIME INTENTIONS OR OBJECTIVES	% of K's in Which Obj. Occurred (N=51)	Ave. No.of Part Group Activities N*	% of All Part Group Activities (N=56)
1. Oral Language Development (Listening/Speaking Skills)	16%	3.0	43%
2. Written Language Development (Reading, Writing)	8%	1.8	13%
3. Fine Motor Development	8%	2.0	14%
4. Gross Motor Development	2%	5.0	9%
5. Cognitive Development	18%	2.7	43%
6. Health and Safety	-	-	-
7. Music, Aesthetics	6%	1.3	7%

*Ave. per K. in which activity with objective occurred.

TABLE 4.11

PRIME INTENTIONS OR OBJECTIVES OF PLAY ACTIVITIES

(Ref.: Obs.pp. 23-25)

PRIME INTENTIONS OR OBJECTIVES	% of K's in Which Obj. Occurred (N=51)	No.of Play Activities per K. (N=51)	% of All Play Activities (N=404)
1. Oral Language Development (Listening/Speaking Skills)	80%	1.8	23%
2. Written Language Development (Reading, Writing)	55%	1.1	14%
3. Fine Motor Development	84%	3.6	44%
4. Gross Motor Development	24%	.3	4%
5. Cognitive Development	74%	2.0	25%
6. Health and Safety	2%	-	-
7. Music, Aesthetics	35%	.4	5%

TABLE 4.12

OPENNESS OF SESSIONS

Ref.	Question or Item	Response Categories	Response Frequencies	
Obs. p19-	What proportion of sessions or activities were: 1. Closed 2. Mixed (Half Open/Half Closed) 3. Open Ended			
	1. WHOLE-GROUP SESSIONS	1. All Sessions Closed	4	8%
		2. Most Sessions Closed (67-90%	14	28%
		3. Half Closed	10	20%
		4. All Mixed	3	6%
		5. Mostly Mixed	7	14%
		6. Some Closed, Some Open, Some Mixed	9	18%
		7. Some Mixed, Some Open	3	6%
		TOTAL	50	100%
	2. PART-GROUP SESSIONS	1. All Activities Closed	5	33%
		2. Most Activities Closed	3	20%
		3. Half Closed	3	20%
		4. All Mixed	2	13%
		5. All or Most Open	2	13%
		TOTAL	15	100%
	3. PLAY-ACTIVITY SESSIONS	1. All Activities Open	9	18%
		2. Most Activities Open	19	38%
		3. Half Open/Half Closed	5	10%
		4. Some Closed, Some Open, Some Mixed	7	14%
		5. Most Closed	7	14%
		6. No Play Sessions	3	6%
		TOTAL	50	100%

TABLE 4.13

FIELD TRIPS

Source	Question or Item	Response Categories	Response Frequencies	
TI2. p9#2	1. a. Are there any field trips that have worked extremely well for you that you would recommend to other kindergarten teachers?	1. Yes	40	78%
		2. No	11	22%
		TOTAL	**51**	**100%**
	b. If yes, what trips?	1. Farm Trips	15	29%
		2. Fire Stations	4	8%
		3. Zoo	3	6%
		4. Festivals	3	6%
		5. Parks, Nature	3	6%
		6. Swimming, Skating Hay Ride	3	6%
		7. Airports	3	6%
		8. Hospital, Health Units,RCMP	3	6%
		9. Pizza Restaurant	2	4%
		10. Stores	2	4%
		11. Museum, Planetarium	2	4%
		12. Greenhouse	1	2%
		13. Puppet Show	1	2%
		14. Circus	1	2%
		15. Dairy Display	1	2%
TI2 p9#3	2. In your experience, how effective are field trips for increasing the experiences of kindergarten children?	1. Moderately Eff.	11	22%
		2. Very Effective	36	71%
		No Response	4	8%
		TOTAL	**51**	**100%**
TI2 p9#4	3. What are the greatest difficulties you have had in organizing and conducting field trips?	1. Transportation	14	27%
		2. Money	11	22%
		3. Supervising Large no. of students	5	10%
		4. Distances	2	4%
		5. Limited places to go	2	4%
		6. Time (Not Enough)	2	4%
		7. Children's Behaviour	2	4%
		8. Getting Permission	1	2%
		9. Teacher Allergies	1	2%
		10. None	21	41%

TABLE 4.14

FREQUENCY OF DIFFERENT TYPES OF FIELD TRIPS

Teacher Interview Question: What places or events did your class visit over the past year? How many times? (Ref. TI2, p.9#1)

PLACES OF EVENTS VISITED	NUMBER OF FIELD TRIPS								
	None	One or More	One	Two	Three	Four	Five	Six	Seven or More
1. School or School Grounds Excursions (Mean = 6)	9 18%	42 82%	7 14%	6 12%	5 10%	4 8%	6 12%	3 6%	11 22%
2. Nature Walks (Away from School) (Mean = 4)	14 27%	37 73%	9 18%	6 12%	2 4%	7 14%	1 2%	5 10%	7 14%
3. Parks/Zoo	19 37%	32 63%	14 27%	12 24%	1 2%				4 8%
4. Farms	29 57%	22 43%	20 39%	1 4%					
5. Museums, Churches	34 67%	17 33%	12 24%	3 6%				1 2%	1 2%
6. Community Shops, Businesses, Manufacturers	32 63%	19 37%	13 25%	3 6%			2 4%		1 2%
7. Community Services (e.g., Hospital)	38 75%	13 25%	14 27%	5 10%	3 6%	1 2%			
8. Sports Centres, Rinks Arenas	38 75%	13 25%	8 16%	2 4%	2 4%				1 2%
9. Cultural/Religious Events	31 61%	20 39%	11 22%	6 12%	1 2%		1 2%		1 2%
10. Movies, Plays, Concerts	38 75%	13 25%	11 22%	6 12%	3 6%	2 4%			1 2%
11. Other	41 80%	10 20%	9 18%	1 2%					

CHAPTER 5

ASSESSMENT OF KINDERGARTEN CHILDREN

KINDERGARTEN ASSESSMENT 1985
TECHNICAL REPORT

TABLE 5.1

TYPES OF TEACHER PARTICIPATION BY ORDER OF FREQUENCY OF OCCURRENCE

Ref. Obs. p.17

Question: **For each session, check the types of participation observed. Then order the types from the most frequent (main type), to the least frequent.**

	RANK ORDER					
	MOST FREQUENT					LEAST FREQUENT
Types of Participation	1	2	3	4	5	6
1. Ask Questions/Make Children Talk/Verify Comprehension Mean = 2.46	14 28%	15 30%	11 22%	6 12%	2 4%	2 4%
2. Instruct/Explain/ Demonstrate Mean = 2.56	16 32%	11 22%	9 18%	8 16%	5 10%	1 2%
3. Converse/Encourage Spontaneous Expression, Answer Questions. Mean = 3.12	7 14%	15 29%	11 22%	6 12%	8 16%	3 6%
4. Praise/Encourage/ Comfort. Mean = 3.68	8 16%	7 14%	6 12%	12 24%	16 32%	1 2%
5. Give Orders/ Discipline. Mean = 4.7	4 8%	2 4%	6 12%	5 10%	9 18%	24 48%
6. Engage, Alongside Children, in Games or Activities Mean = 4.76	1 2%		7 14%	13 26%	10 20%	19 38%

TABLE 5.2

VERBAL INTERACTION

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
Obs. p17	1. On a scale of 1-3 indicate who did most of the talking: 1. Mostly the Teacher; 2. Approximately equal between teacher and children; 3. Mostly the Children.			
	a. WHOLE-GROUP SESSIONS (N=51)	1. Teacher	23	46%
		2. Teacher/Children	23	46%
		3. Children	4	8%
		TOTAL	51	100%
	b. PART-GROUP SESSIONS (N=14)	1. Teacher	3	21%
		2. Teacher/Children	5	36%
		3. Children	6	43%
		TOTAL	14	100%
	c. COMBINED SESSIONS (N=12)	2. Teacher/Children	4	33%
		3. Children	8	67%
		TOTAL	12	100%
	d. PLAY-ACTIVITY SESSIONS (N=37)	2. Teacher/Children	2	5%
		3. Children	35	95%
		TOTAL	37	100%

TABLE 5.3

TYPES OF CHILD PARTICIPATION, BY PERCENT OF TIME IN WHICH THE MAJORITY OF CHILDREN DEMONSTRATED EACH TYPE OF PARTICIPATION

Ref. Obs., p. 18

Question: **For each session observed, indicate whether the majority of children demonstrated: (1) interest and enthusiasm; (2) creativity and initiative; (3) ease with teacher and each other; (4) perseverance, completion of tasks; (5) freedom of verbal expression; and (6) respect for materials.**

	Percent of Time										
Types of Participation	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
1. Interest and Enthusiasm Mean = 90% of Time	-	2 4%*	-	-	1 2%	-	1 2%	5 10%	-	9 18%	33 65%
2. Creativity and Initiative Mean = 48.6% of Time	5 10%	1 2%	6 12%	6 12%	2 4%	11 22%	8 16%	3 6%	2 4%	1 2%	6 12%
3. Ease with Teacher and Each Other Mean = 95.5% of Time	-	1 2%	-	-	-	-	-	3 6%	1 2%	3 6%	43 84%
4. Perseverance/ Completion of Tasks Mean = 90.8% of Time	-	-	-	-	1 2%	2 4%	2 4%	2 4%	4 8%	9 18%	31 61%
5. Freedom of Verbal Expression Mean = 82.5% of Time	1 2%	-	-	3 6%	-	2 4%	4 8%	3 6%	7 14%	9 18%	22 43%
6. Respect for Materials Mean = 94.5% of Time	-	-	-	-	-	1 2%	-	4 8%	3 6%	5 10%	38 75%

*To read: In 4% of kindergarten children demonstrated interest and enthusiasm 10% of the time.

TABLE 5.4

CHOICE OF PARTICIPATION IN GROUP SESSIONS

Ref.	Question or Item	Response Categories	Response Frequencies	
Obs. p16	1. For PART GROUP adult supervised sessions, did children have a choice of participating or not?	1. Yes (all)		
		2. No (all)	13	87%
		3. Yes (some)	2	13%
		TOTAL	15	100%
Obs. p16	2. For WHOLE GROUP sessions, did children have a choice of participating or not?	1. Yes (all)	1	2%
		2. No (all)	37	72%
		3. Yes (some)	11	22%
		4. Uncertain	2	4%
		TOTAL	51	100%

TABLE 5.5

PLAY-ACTIVITY SESSIONS

Ref.	Question or Item	Response Categories	Response Frequencies	
Obs. p16	1. On the day of observation, how were children assigned to activities during the main play-activity session?	1. Free Choice	21	41%
		2. Free--Limited	16	31%
		3. Restricted Choice	6	12%
		4. Teacher Assignment	5	10%
		5. N/A (No Session)	3	6%
		TOTAL	51	100%
TI2 p6#1	2. We would like to get some idea of the way in which children are assigned to activities during play and activity sessions. How often do you use each of the following methods in your classroom?			
	a. FREE CHOICE: Children choose whatever activity they want. (There may be numerical restrictions on some activities or centres.)	1. Never	-	
		2. Most Days	48	94%
		3. Weekly	1	2%
		4. 2-3 Times/Month	2	4%
		5. Less Than Monthly	--	
		TOTAL	51	100%
	b. RESTRICTED CHOICE: Each child can choose from two or three activities specified by the teacher.	1. Never	14	27%
		2. Most Days	14	27%
		3. Weekly	8	16%
		4. 2-3 Times/Month	8	16%
		5. Less Than Monthly	7	14%
		TOTAL	51	100%
	c. TEACHER SELECTED: The teacher assigns children to activities or rotates them through activities on a scheduled basis.	1. Never	13	25%
		2. Most Days	10	20%
		3. Weekly	16	31%
		4. 2-3 Times/Month	5	10%
		5. Less Than Monthly	7	14%
		TOTAL	51	100%
TI2 p6#2	3. In a typical day, how much of the play and activity time would be spent on:			
		0. None	2	4%
	a. FREE CHOICE ACTIVITIES	1. 1-20 percent	-	
		2. 21-40 percent	12	24%
	Mean = 65% of time	3. 41-60 percent	11	22%
		4. 61-80 percent	5	10%
		5. 81-100 percent	21	41%
		TOTAL	51	100%

Cont'd. . .

TABLE 5.5, (Continued) PLAY-ACTIVITY SESSIONS

Ref.	Question or Item	Response Categories	Response Frequencies	
	b. RESTRICTED CHOICE ACTIVITIES	0. None	27	53%
		1. 1-20 percent	5	10%
		2. 21-40 percent	14	27%
	Mean = 15% of time	3. 41-60 percent	4	8%
		4. 61-80 percent	-	
		5. 81-100 percent	1	2%
		TOTAL	51	100%
	c. TEACHER SELECTED ACTIVITIES	0. None	24	47%
		1. 1-20 percent	4	8%
		2. 21-40 percent	13	25%
	Mean = 20% of time	3. 41-60 percent	7	14%
		4. 61-80 percent	1	2%
		5. 81-100 percent	2	4%
		TOTAL	51	100%
TI12 p6#3	4. a. Do you place limits on the number of children that can be at some centres or participate in some activities?	1. Yes	44	86%
		2. No	4	8%
		3. Sometimes	3	6%
		TOTAL	51	100%
	b. If so, how many activities are limited?	1. All	17	33%
		2. Some	30	59%
		3. N/A	4	8%
		TOTAL	51	100%
TI12 p7#5	5. a. During free choice sessions, do you ever make suggestions to children or try to guide them to do something other than what they have chosen.	1. Yes	45	88%
		2. No	4	8%
		3. No Response	2	4%
		TOTAL	51	100%
	b. If so, do you do this every day, or just once in a while?	1. Every Day	10	20%
		2. Once in a While	35	69%
		3. No Response	2	4%
		4. Not Applicable	4	8%
		TOTAL	51	100%
Obs. p.18	PLANNING 6. On the day of observation, was the main play session preceded by a planning session?	1. Yes	21	41%
		2. No	27	53%
		3. N/A (No session)	3	6%
		TOTAL	51	100%
Obs. p.18	7. On the day of observation, was a planning board used?	1. Yes	14	27%
		2. No	37	73%
		TOTAL	51	100%
TI2. p6#4	8. Do you usually have a planning session with the children prior to play and activity sessions?	1. Yes	24	47%
		2. No	14	27%
		3. Sometimes	13	25%
		TOTAL	51	100%

Cont'd. . .

TABLE 5.5, (Continued) PLAY-ACTIVITY SESSIONS

Ref.	Question or Item	Response Categories	Response Frequencies	
	MOVEMENT			
Obs. p.18	9. On the day of observation, were children allowed to move from one activity to another during play and activity sessions?	1. Yes	42	82%
		2. No	6	12%
		3. N/A (No session)	3	6%
		TOTAL	51	100%
TI2. p7 #6a	10. During play and activity sessions are children allowed to move from one activity to another?	1. Yes	42	82%
		2. No	4	8%
		3. Sometimes	5	10%
		TOTAL	51	100%
Obs. p.18	11. On the day of observation, what rules applied for movement from one activity to another?	1. Finish Tasks	23	45%
		2. Put Materials Away/ Clean Up	23	45%
		3. Must Move at Periodic Interval	3	6%
		4. Can move when space available at limited centres	22	43%
TI2 p7 #6b	12. What rules apply for moving from one activity to another?	1. Finish Tasks	23	45%
		2. Put Materials Away/ Clean Up	28	55%
		3. Must Move at Periodic Interval	3	6%
		4. Can move when space available at limited centres	29	57%
	CLEAN-UP			
Obs. p.18	13. On the day of observation, how was clean-up after play and activity sessions accomplished? (There may be more than one method.)	1. Whole Group cleaned up at the same time	35	69%
		2. Children Cleaned up after themselves	25	49%
		3. Teacher Cleaned up	6	12%
		4. No Clean-Up	5	10%
		5. N/A (No Sessions)	3	6%
TI2. p7 #6c	14. How is clean-up after play and activity sessions accomplished? (There may be more than one method.)	1. Whole Groups cleans up at same time	42	82%
		2. Children Clean up after themselves	26	51%
		3. Teacher cleans up	5	10%
	RECORD KEEPING			
TI2 p7 #8a	15. a. Do you keep a record of the activities or centres each child uses each day?	1. Yes	19	37%
		2. No	19	37%
		3. Sometimes	13	25%
		TOTAL	51	100%

Cont'd. . .

TABLE 5.5, (Continued) PLAY-ACTIVITY SESSIONS

Ref.	Question or Item	Response Categories	Response Frequencies	
TI2. p7 #8b	b. If so, how is this done?	1. Teacher keeps files	28	55%
		2. Children record activities on sheets or in books?	4	8%
		3. N/A (No Records)	19	37%
		TOTAL	51	100%
TI2. p7 #8c	c. For what purpose do you use this information? (There may be more than one purpose.)	1. Reporting to up at same time	42	82%
		2. Assessing needs, interests, etc.	29	57%
		3. Determining most popular activities	12	24%

CHAPTER 6

ASSESSMENT OF KINDERGARTEN CHILDREN

KINDERGARTEN ASSESSMENT 1985
TECHNICAL REPORT

TABLE 6.1

ASSESSMENT OF STUDENTS

Ref.	Question or Item	RESPONSE CATEGORIES						No Response	Mean*
TI2 p15#1	1. Do you keep records of each child's progress? (N=51)					Yes 94%	No 6%		
TI2 p15#2	2. How often do you use each of the following assessment techniques?	Never (0)	Daily (5)	Weekly (4)	Bi Weekly (3)	Monthly (2)	Less Than Monthly (1)		
	a. Recording Anecdotes (Narratives of Incidents and Occurrences) (N=51)	12%	20%	29%	12%	16%	12%		2.9
	b. Recording General Observations of Skills, Growth, etc. (N=51)	6%	33%	20%	10%	27%	4%		3.3
	c. Saving Samples of Children's Work (N=51)	16%	12%	22%	4%	33%	12%	2%	2.4
	d. Administering Oral Tests (N=51)	25%	14%	10%	4%	14%	33%		1.8
	e. Administering Paper and Pencil Tests (N=51)	43%	6%	2%	2%	4%	40%	4%	.9
	f. Completing Observation Checklists (N=51)	22%	12%	12%	2%	16%	29%	8%	1.9
TI2 p15#3	3. On average, how often do you record information on each child? (N=51)	6%	8%	22%	18%	33%	6%	8%	2.7
TI2	4. IF TEACHER USES A CHECKLIST (N=39),	N/A	Teacher	Division	Commercial	Principal	Combination		
	Who developed the checklist? (N=51)	22%	51%	10%	8%	2%	6%	2%	

*Mean excludes "No Response"

TABLE 6.2

TESTING OF STUDENTS

Ref	Question or Item	Response Categories	Response Frequencies	
			#	%
TI2 p15#4	1. a. During the past year have there been, or will there be, any commercial or divisional tests administered to the kindergarten children?	1. Yes	29	57%
		2. No	22	43%
		TOTAL	51	100%
	b. If yes, (N=29), who chose the tests?	1. K. Teacher	6	12%
		2. Principal	2	4%
		3. Division	8	16%
		4. Consultant	1	2%
		5. Resource Teacher	8	16%
		No Response	4	8%
		TOTAL	29	57%
	c. Who administered, or will be administering the tests?	1. K. Teacher	16	32%
		2. Resource Teacher	7	14%
		3. K. Teacher and Resource Teacher	2	4%
		No Response	4	8%
		TOTAL	29	57%
	d. Were the same tests given to all kindergarten children in the division? (or will they be?)	1. Yes	13	25%
		2. No	8	16%
		3. Don't Know	8	16%
		TOTAL	29	57%
	e. How are the test results used?	1. To determine readiness and placements for grade one	17	33%
		2. To determine strengths and weaknesses and identify needs.	9	18%
		3. To assess students' progress	4	8%
		4. To confirm teacher's observations	2	4%
		5. For K. placement	2	4%
		6. Other, (special test computer test)	2	4%
		7. Don't Know	3	6%
TI2 p16#5	2. What is the practice of your school regarding assessing children for placement in grade one?			
	PERSONS INVOLVED IN ASSESSMENT (Multiple answers possible)	1. K. Teacher Assesses	38	75%
		2. Consultations with Resource Teacher	10	20%
		3. Cons. with Principal	11	22%
		4. Cons. with Grade One Teacher	2	4%
		5. Parents	2	4%
		6. Support Personnel	4	8%
		No Response	13	25%

. . . .Cont'd.

TABLE 6.2 (Continued) TESTING OF STUDENTS

Ref	Question or Item	Response Categories	Response Frequencies	
			#	%
p15#4	2. Cont'd. NO. OF PERSONS INVOLVED	1. K. Teacher Alone	22	43%
		2. K. Teacher and One Other	9	18%
		3. K. Teacher and Two Others	7	14%
		No Response	13	25%
	BASIS FOR PLACEMENTS	1. Informal Assessment, Observations, Consultations	21	41%
		2. Test Results Plus Teacher Assessments	17	33%
		3. No Response	13	25%
TI2 p16#6	3. Have you experienced any difficulties, or do you have any concerns about assessing student's development and progress? If yes, specify:	1. Yes	13	25%
		2. No	38	75%
		TOTAL	51	100%
		1. Concern over who has final say in placement. Should be teacher, not C.G.C.	1	2%
		2. Unsure of level of achievement required for grade 1.	2	4%
		3. Concern about holding children back vs. promotion when not ready. (Need 2 yr. grade 1 program)	4	8%
		4. Inadequacy of testing, assessment devices for identifying problems.	3	6%
		5. Disagreements with parents over whether children should enter grade one.	1	2%
		6. Problems caused by large class size	1	2%
		7. Children change over summer. Assessments may not be accurate.	1	2%

TABLE 6.2 (Continued) TESTING OF STUDENTS

Ref.	Question or Item	Response Categories			Response Frequencies #	%
		DATES ADMINISTERED			TOTAL KINDER-GARTENS	
		Fall	Spring	Dates Not Specified		
TI2 p15#4d	3. What specific tests were (will be) administered? When?					
	1. Alameda Motor Fitness	1			1	2%
	2. Beery		1		1	2%
	3. Boehm	4	4		4	8%
	4. Braun-Nelson Prereading Inventory		2		2	4%
	5. Brigance	1	1		1	2%
	6. CTBS	1	2		3	6%
	7. Developmental Indicators for the Assessment of Learning (DIAL)	1	1	1	2	4%
	8. E.I.P. Checklist			1	1	2%
	9 Gates MacGinitie Reading Tests/Readiness Tests	1	1		1	2%
	10. Ginn			1	1	2%
	11. Metropolitan Readiness	4	12	1	14	27%
	12. Peabody Picture Vocabulary Test		1		1	1%
	13. Primary Self-Concept Inventory			1	1	2%
	14. Ready Steps (Houghton-Mifflin)	2			2	4%
	15. Shelquist	1			1	2%
	16. Tera			1	1	2%
	17. Non-specific Tests					
	a. Creativity		1		1	2%
	b. Gross Motor	1			1	2%
	c. Language/Vocabulary	1			1	2%
	d. Language Screening	1			1	2%
	e. Perceptual Motor	2	1		2	4%
	f. Readiness			1	1	2%
	g. Reading Readiness	1	1		2	4%
	h. School Readiness	1			1	2%
	i. Screening/Vision/Hearing/Speech	3			3	6%
PI p7#18d	5. What specific tests were (will be) administered? When?					
	1. Alameda Motor Fitness	1			1	2%
	2. American Guidance Service		1		1	2%
	3. Barik		1		1	2%
	4. Beery		1		1	2%
	5. Boehm	3			3	6%
	6. Braun-Nelson Prereading Inventory		1		1	2%
	7. CTBS		1		1	2%
	8. Clymer-Barrett Prereading Battery		1		1	2%
	9. Developmental Indicators for the Assessment of Learning (DIAL)	1			1	2%
	10. E.I.P. Checklist	2	1	3	4	8%
	11 Gates MacGinitie Reading Tests/Readiness Tests	1	1		2	4%
	12. Gese			1	1	2%
	13. Goodenough		1		1	2%
	14. Metropolitan Readiness	4	8		11	22%
	15. Peabody Picture Vocabulary Test		2		2	4%

. . . . Cont'd.

TABLE 6.2 (Continued) TESTING OF STUDENTS

Ref.	Question or Item	Response Categories			Response Frequencies #	%
		DATES ADMINISTERED			TOTAL KINDER-GARTENS	
PI p7#18d	(Cont'd.)	Fall	Spring	Dates Not Specified		
	16. Ready Steps (Houghton-Mifflin)	5	1		5	10%
	17. Random Dot	2			2	4%
	18. Santa Clara Tests	1	1		1	2%
	19. Shelquist	1			1	2%
	20. Slingerland		2		2	4%
	21. Springle School Readiness	2		1	3	6%
	22. Virginian Kurko	1		1	2	4%
	23. WISPE	1			1	2%
	24. Non-specific Tests					
	a. Gross Motor	1		1	2	4%
	b. Language/Vocabulary		1	1	2	4%
	c. Perceptual Motor	1	1	1	2	4%
	d. Reading Readiness			2	2	4%
	e. School Readiness	1	1		2	4%
	f. Screening/Vision/Hearing/Speech	8	1	1	10	20%

TABLE 6.2 (Continued) TESTING OF STUDENTS

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
P.I. p6#18	6. a. Is there a formal testing program for kindergarten children?	1. Yes	41	80%
		2. No	8	16%
		No Response	2	4%
		TOTAL	51	100%
	b. If yes (N=41), is this program for:	1. All School Division	28	55%
		2. School Only	13	25%
		TOTAL	41	80%
	c. Who selected the tests?	1. K. Teacher	7	14%
		2. Principal	2	4%
		3. Division	10	20%
		4. Special Ed. Coordinator	2	4%
		5. Staff at School	1	2%
		6. Division Psychologist	2	4%
		7. K. Teacher and Resource Teacher	3	6%
		Not Stated	14	27%
		TOTAL	41	80%
	d. Are these tests given to all kindergarten children or just some?	1. All	39	76%
		2. Some	2	4%
		TOTAL	41	80%
	e. Who administers the tests?	1. Teacher	26	51%
		2. Specialist	12	24%
		3. Parent Volunteers	1	2%
		4. Consultant	1	2%
		5. Other	1	2%
		TOTAL	41	100%
	f. How are the test results used?	1. To determine readiness and placements for grade one.	14	28%
		2. To determine strengths and weaknesses and identify needs	29	57%
		3. To assess students' progress	3	6%
		4. To confirm teacher's obervations	1	2%
		5. Other (records, grouping)	3	6%

TABLE 6.3

PARENTS: REPORTING AND COMMUNICATING

Ref.	Question or Item	Response Categories	Response Frequencie	
			#	%
TI2 p18#1	1. WRITTEN REPORTS			
	a. Do you prepare written reports on children's work for parents?	1. Yes	37	73%
		2. No	14	27%
		TOTAL	51	100%
	b. If yes (N=37), how many times during the year do you prepare reports?	1. One	4	8%
		2. Two	12	24%
		3. Three	14	27%
		4. Four	4	8%
		5. Five	1	2%
		No Response	2	4%
		TOTAL	37	73%
	c. Do you use a structured report form or a narrative form?	1. Structured	16	31%
		2. Narrative	5	10%
		3. Both	16	31%
		TOTAL	37	73%
	d. What types of things are reported in the written report?	1. Personal/Social	30	59%
		2. Academic/Intellectual/Cognitive	19	37%
		3. Physical	20	39%
		4. Language Skills	12	24%
		5. Reading Readiness	11	22%
		6. Math Readiness	7	14%
		7. Misc.Other (Music, Attendance,General Knowledge, Creativity)	8	16%
		8. Not Stated	6	12%
TT2 p18#2	2. INTERVIEWS			
	a. Do you schedule parent/teacher interviews for all parents?	1. Yes	50	98%
		2. No	1	2%
		TOTAL	51	100%
	b. If yes (N=50), how many times per year do you have parent/teacher interviews?	1. One	2	4%
		2. Two	28	55%
		3. Three	18	35%
		4. Four	1	2%
		5. Five	1	2%
		TOTAL	50	98%

. . . . Cont'd.

TABLE 6.3 (Continued) PARENTS: REPORTING AND COMMUNICATING

Ref.	Question or Item	Response Categories	Response Frequencies #	%
	c. What percent of the parents come to the interviews?	1. 21-40%	1	2%
		2. 41-60%	1	2%
		3. 61-80%	3	6%
		4. 81-100%	45	88%
		TOTAL	50	100%
TI2 p18#4	3. CONTACTS: How frequently do you initiate each of the following kinds of contact with parents?			
	a. Newsletters	1. Never	12	24%
		2. 1-2 Times a Year	3	6%
		3. 3-4 Times a Year	6	12%
		4. Monthly or More	30	59%
		TOTAL	51	100%
	b. Bulletins/Announcements	1. Never	5	10%
		2. 1-2 Times a Year	1	2%
		3. 3-4 Times a Year	10	20%
		4. Monthly or More	35	79%
		TOTAL	51	100%
	c. Group Meetings	1. Never	22	43%
		2. 1-2 Times a Year	24	47%
		3. 3-4 Times a Year	3	6%
		4. Monthly or More	2	4%
		TOTAL	51	100%
	d. Orientations	1. Never	16	31%
		2. 1-2 Times a Year	34	67%
		4. Monthly or More	1	2%
		TOTAL	51	100%
	e. Special Events (Concerts, Parents' Day, etc.)	1. Never	3	6%
		2. 1-2 Times a Year	26	51%
		3. 3-4 Times a Year	19	37%
		4. Monthly or More	3	6%
		TOTAL	51	100%
	f. Home Visits (Specific to K.)	1. Never	40	78%
		2. 1-2 Times a Year	8	16%
		3. 3-4 Times a Year	1	2%
		4. Monthly or More	2	4%
		TOTAL	51	100%
	g. Contacts Regarding Individual Children (Notes, Telephone Calls, etc.)	1. Never	3	6%
		3. 3-4 Times a Year	13	25%
		4. Monthly or More	35	69%
		TOTAL	51	100%

. . . .Cont'd.

TABLE 6.3 (Continued) PARENTS: REPORTING AND COMMUNICATING

Ref.	Question or Item	Response Categories	Response Frequencies #	%
TI2 p18#3	4. NON ENGLISH SPEAKING PARENTS:			
	a. Do you have any children whose parents speak little or no English?	1. Yes	14	28%
		2. No	33	65%
		3. Don't Know	1	2%
		4. No Response	4	8%
		TOTAL	51	100%
	b. If so, how is reporting done to parents who do not speak English?	1. Interpreter at Conferences	9	18%
		2. Teacher Speaks Language	2	4%
		3. In English	2	4%
	c. Who arranges for interpreters at parent-teacher conferences?	1. Parents	3	6%
		2. School	3	6%
		3. Teacher	3	6%

CHAPTER 7

DIVERSITY

KINDERGARTEN ASSESSMENT 1985
TECHNICAL REPORT

TABLE 7.1

ENTRY AGE

Ref.	Question or Item	Response Categories	Response Frequencies	
TI2 p2#4a	1. What is the minimum kindergarten entry age?	1. 5 yrs., Sept.1-Oct. 31st	2	4%
		2. 5 yrs., Nov. 1-Dec. 31st	47	92%
		3. 5 yrs., Jan. 1-Feb. 28th	1	2%
		No Response	1	2%
		TOTAL	51	100%
TI2 p2#4b	2. a. Does your school have a pre-kindergarten program?	1. Yes	14	27%
		2. No	37	72%
		TOTAL	51	100%
	b. If yes, who funds the Pre-K. program?	1. School Division	8	16%
		2. Community	1	2%
		3. Provincial Gov't.	2	4%
		No Response	3	6%
		Not Applicable	37	73%
		TOTAL	51	100%
TI2 p2#4c	3. a. Are exceptions to the kindergarten entry age made for children with special needs?	1. Yes	22	43%
		2. No	29	57%
		TOTAL	51	100%
TI2 p2#4d	b. If so, for what reasons are exceptions made?	1. English as a 2nd Language	7	14%
		2. Language Delays	9	18%
		3. Physical/Mental Handicaps	12	24%
		4. Family Problems	3	6%
		5. Social Isolation	4	8%
		6. Gifted	10	20%
		7. Other	2	4%
TI2 p2#4e	4. a. Do you have any exceptions to the entry age requirement in your kindergarten?	1. Yes	14	27%
		2. No	37	73%
		TOTAL	51	100%
TI2 p2#4f	b. If yes, what are the reasons for the exceptions?	1. English as a 2nd Language	2	4%
		2. Language Delays	3	6%
		3. Physical/Mental Handicaps	1	2%
		4. Social Isolation	3	6%
		5. Gifted	3	6%
TI2 p2#4g	5. a. In your opinion, should exceptions be made for children with special needs?	1. Yes	31	61%
		2. No	17	33%
		No Response	3	6%
		TOTAL	51	100%
	b. If yes, under what circumstances?	1. English as a 2nd Language or Language Needs	6	12%
		2. Developmental Needs	1	2%
		3. Physical/Mental Handicaps	7	14%
		4. Family Problems	2	4%
		5. Social Isolation	3	6%
		6. Gifted	7	14%
		7. Maturity (If lacking, should be held back)	5	10%

TABLE 7.2

CHILD CARE SERVICES

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
TI2 p16#1	1. a. Are any of the kindergarten children enrolled in child care programs?	1. Yes	32	63%
		2. No	19*	37%
		TOTAL	51	100%
	(*No--includes 8/14 all day programs or 57%, and 11/37 half day programs or 30%)			
TI2 p16#1	b. If yes, (N=32), how many children are enrolled in child care programs in:			
	1. A.M. KINDERGARTENS	1. No Children	7	14%
		2. 1-3 Children	12	24%
		3. 4-6 Children	2	4%
		4. 7 or more Children	5	10%
		TOTAL	26	51%
	2. P.M. KINDERGARTENS	1. No Children	1	2%
		2. 1-3 Children	3	6%
		3. 4-6 Children	3	6%
		4. 7 or more Children	1	2%
		TOTAL	7	14%
	3. ALL DAY KINDERGARTENS	1. No Children	8	16%
		2 1-3 Children	5	10%
		3. 4-6 Children	1	2%
		4. 7 or more Children	--	---
		TOTAL	14	27%
	4. ALL KINDERGARTENS (N=51)	1. No Children	19	37%
		2. 1-3 Children	20	39%
		3. 4-6 Children	6	12%
		4. 7 or more Children	6	12%
		TOTAL	51	100%
TI2 P16#1	c. Are children enrolled before the K. Session, after the K. session, or both before and after, for:			
	1. A.M. KINDERGARTENS	1. Before K. Only	1	2%
		2. After K. Only	5	10%
		3. Before and After	13	25%
		4. Not Applicable	7	14%
		TOTAL	16	51%

. . . . Cont'd.

TABLE 7.2 (Continued) CHILD CARE SERVICES

Ref.	Question or Item	Response Categories	Response Frequencies	
	2. P.M. KINDERGARTENS	1. Before K. Only	1	2%
		2. After K. Only	1	2%
		3. Before and After	5	10%
		4. Not Applicable	4	8%
		TOTAL	11	22%
	3. ALL DAY KINDERGARTENS	1. After K. Only	3	6%
		2. Before and After	2	4%
		3. Alternate Days	1	2%
		4. Not Applicable	8	16%
		TOTAL	14	27%

Ref.	Question or Item	Before K		After		Response Frequencies
		#of K's	%of K's	#of K's	%of K's	
TI2 p16#1	1. d. How many children are enrolled before and after the K. session for:					
	1. A.M. KINDERGARTENS					
	1. None Before/Some After	5	10%			
	2. None After/Some Before			1	2%	
	3. 1-3 Children	11	22%	11	22%	
	4. 4-6 Children	--	---	--	---	
	5. 7 or more Children	3	6%	4	8%	
	6. None Before or After	7	14%	7	14%	
	TOTAL	26	51%	26	51%	
	2. P.M. KINDERGARTENS					
	1. None Before/Some After	1	2%			
	2. None After/Some Before			1	2%	
	3. 1-3 Children	2	4%	2	4%	
	4. 4-6 Children	3	6%	3	6%	
	5. 7 or more Children	1	2%	1	2%	
	6. None Before or After	1	2%	1	2%	
	TOTAL	8	16%	8	16%	
	3. ALL DAY KINDERGARTENS					
	1. None Before, Some after	3	6%			
	2. 1-3 Children	2	4%	5	10%	
	3. None Before or After	8	16%	8	16%	
	TOTAL	13	25%	13	25%	
	4. Alternate Days (1-3 Children)	1	2%	1	2%	

. . . . Cont'd.

TABLE 7.2 (Continued) CHILD CARE SERVICES

Ref.	Question or Item	Response Categories	Response Frequencies	
TI2 p16#2	2. a. Have you been in contact over the year with any child care workers regarding the children you have?	1. Yes	21	41%
		2. No	11	22%
		3. Not Applicable	19	37%
		TOTAL	51	100%
	b. If yes (N=21), what types of contact have you had? (Multiple responses possible)	1. Telephone	14	27%
		2. Written Corresp.	5	10%
		3. Meetings at School	12	24%
		4. Meetings at Child Care Centre	9	18%
	c. How often have contacts occurred?	1. Weekly	1	2%
		2. Monthly	1	2%
		3. A Few Times (3-8)	10	20%
		4. Once or Twice	9	18%
		TOTAL	21	41%
TI2 p16#3	3 . What have been the main reasons for your contacts with child care workers? (Multiple responses possible)	1. Custodial	6	12%
		2. Programming	9	18%
		3. Particular Personal/Emotional Problem	9	18%
		4. General	2	4%
		5. No Contact	11	22%
		6. Not Applicable (No Children in Child Care)	19	37%
TI2 p16#4	4. Have you experienced any difficulties in coordinating the kindergarten with child care services?	1. Yes	2	4%
		2. No	30	59%
		3. Not Applicable	19	37%

TABLE 7.3

LANGUAGE OF INSTRUCTION

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
TI2 p12#1	1. What is the main language of instruction in your kindergarten?	1. English	43	84%
		2. French	7	14%
		3. Ukrainian	1	2%
		TOTAL	51	100%
TI2 p12#4	2. a. (English Language programs: N=43) Does your kindergarten program include instruction in a language other than English?	1. Yes	9	21%
		2. No	34	79%
		TOTAL	43	100%
	b. If so, what language?	1. French	7	16%
		2. Cree	1	2%
		3. Saulteaux	1	2%
	c. How often does this occur? *Daily: Cree, Saulteaux, 3 French	1. Daily*	5	12%
		2. Weekly	4	9%
	d. If daily, how many minutes per day are allotted to the use of another language?	1. 2 mins.	1	2%
		2. 10-15 mins.	4	9%
TI2 p12#4	3. French Immersion Programs: (N=7) Does your kindergarten program include instruction in a language other than French?	1. No	7	100%

TABLE 7.4

LANGUAGES SPOKEN BY KINDERGARTEN CHILDREN

Ref.	Question or Item	Response Categories	Response Frequencies #	%
ENGLISH LANGUAGE PROGRAMS: N=43			(N=43)	
TI2 p12#2	1. How many of your kindergarten children spoke fluent English when they entered kindergarten? (i.e., fluent at a K. level)	1. All children spoke fluent English	19	44%
		2. Nearly all children (80-99%) spoke fluent English	18	42%
		3. Two-thirds to three-quarters of children (64-79%) spoke fluent English	2	5%
		4. One-third or less of children (0-34%) spoke fluent English	3	7%
		5. No Response	1	2%
		TOTAL	43	100%
TI2 p12#2	2. How many of your kindergarten children spoke some English, but not fluent English, when they entered kindergarten?	1. 1-3 children	12	28%
		2. 4-6 children	4	9%
		3. 7-9 children	2	5%
		4. All children spoke fluent English	19	44%
		5. Some children spoke fluent English and some spoke no English	5	12%
		6. No Response	1	2%
		TOTAL	43	100%
TI2 p12#2	3. How many of your kindergarten children spoke little or no English when they entered kindergarten?	1. 1-3 children	12	28%
		2. 4-7 children	1	2%
		3. 7-9 children	1	2%
		4. All children spoke at least some English	28	65%
		5. No Response	1	2%
		TOTAL	43	100%
TI2 p12#3	4. How many of your kindergarten children have a first language other than English?	1. None	15	35%
		2. 1-3 children	15	35%
		3. 4-6 children	6	14%
		4. 7-9 children	6	14%
		5. No Response	1	2%
		TOTAL	43	100%

. . . . Cont'd.

TABLE 7.4 (Continued) LANGUAGES SPOKEN BY KINDERGARTEN CHILDREN

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
T12 p12#3	5. How many kindergartens had one or more children whose first language was:	1. French (1/14;2/25;2/8;4/13) Mean = 2.25 per class	4	9%
	(Fractions in parentheses identify the proportion of children in each class that spoke the language.)	2. Native Languages (1/28;2/29;2/16;2/19;2/25;3/23;3/25;5/15;9/12;16/22) Mean = 4.5 per class	10	23%
		3. German (1/16;1/23;2/26;4/22;4/26) Mean = 2.4 per class	5	12%
		4. Vietnamese/Laotian (1/25;1/22;1/18;1/24;2/29;2/15;3/16) Mean = 1.6 per class	7	16%
		5. Pilipino (1/19;1/30;1/25;2/25;5/22;8/29) Mean = 3 per class	6	14%
		6. Chinese (1/29;1/15;1/28) Mean = 1 per class	3	7%
		7. Italian (1/25;1/22;1/22) Mean = 1 per class	3	7%
		8. Polish (1/23;1/15;1/22) Mean = 1 per class	3	7%
		9. Chilean/Spanish 1/24;1/20) Mean = 1 per class	2	5%
		10. Pakistani (2/25) Mean = 2 per class	1	2%
		11. Punjabi (1/19)	1	2%
		12. Portuguese (1/16)	1	2%
		13. Ukrainian (1/24)	1	2%

. . . . Cont'd.

TABLE 7.4 (Continued) LANGUAGES SPOKEN BY KINDERGARTEN CHILDREN

Ref.	Question or Item	Response Categories	Response Frequencies #	%
FRENCH IMMERSION PROGRAMS: N = 7				
TI2 p12#2	6. How many of your kindergarten children spoke French when they entered kindergarten?	1. No children spoke any French	4	57%
		2. One or two children spoke some French, the rest spoke no French	3	43%
		TOTAL	7	100%
TI2 p12#2	7. What proportion of children in your kindergarten have English as their first language?	1. All children (100%)	3	43%
		2. Most Children (85-99%)	4	57%
		TOTAL	7	100%
TI2 p12#2	8. How many kindergartens had one or more children whose first language was:	1. French (1/32;2/17)	2	29%
		2. Italian (1/28)	1	14%
	(Fractions in parentheses identify the proportion of children in each class that spoke the language.)	3. Polish (1/25)	1	14%
		4. Ukrainian (1/28)	1	14%

TABLE 7.5
CULTURAL DIVERSITY

Ref.	Question or Item	Response Categories	Response Frequencies #	%
	CULTURAL GROUPS REPRESENTED IN THE CLASSROOM			
TI2 p13#5a	1. In your opinion, how important is it for kindergartens to include activities and materials that are related to minority groups that are represented in the classroom?	1. Not Very Important	10	20%
		2. Moderately Important	18	35%
		3. Very Important	22	43%
		No Response	1	2%
		TOTAL	51	100%
TI2 p13#5b	2. If more than one cultural group is represented in your class, have you attempted to reflect this in the activities or materials used?	0. Only One Cultural Group	13	25%
		1. Yes	21	41%
		2. No	17	33%
		TOTAL	51	100%
T12 p13#5c	3. If not, have there been any reasons for not doing this?	1. No Reason	5	10%
		2. Reluctance to single out small number of children. (Should treat all the same; not enough children in each group; emphasizing differences causes problems)	6	12%
		3. Not enough time	2	4%
		4. Family does not wish it	1	2%
		5. Not well enough informed about culture	1	2%
		6. Not necessary	1	2%
		7. Student is new to class	1	2%
		TOTAL	18	35%
TI2 p13#5d	4. If yes, what activities or materials have you made use of?	1. Stories, Books, poems, magazines	8	16%
		2. Pictures, Posters	6	12%
		3. Discussions	5	10%
		4. Cooking, Food	5	10%
		5. Music, Songs	5	10%
		6. Clothing, Costumes	4	8%
		7. Games	4	8%
		8. Films, Movies	3	6%
		9. Visitors, Guests	3	6%
		10. Special Events	3	6%
		11. Dancing	2	4%
		12. Language (counting, colors, etc.)	2	4%
		13. Artifacts, Toys	2	4%

TABLE 7.5 (Continued) CULTURAL DIVERSITY

Ref.	Question or Item	Response Categories	Response Frequencies #	%
TI2 p13#5d(4)	(Cont'd.)	14. Puppets representing different groups	1	2%
		15. Field Trips	1	2%
		16. Tapes, Records	1	2%
TI2 p13#5d	5. What cultural groups have you reflected in materials and activities?	1. Native (Indian, Metis, Inuit)	10	10%
		2. Chinese	3	6%
		3. Ukrainian	3	6%
		4. Italian	2	4%
		5. French	2	4%
		6. East Indian	2	4%
		7. Black	2	4%
		8. Portuguese	1	2%
		9. Philipino	1	2%
		10. Caribbean	1	2%
		11. European	1	2%
		12. Spanish	1	2%
		13. Vietnamese	1	2%
		14. Palestinian	1	2%
		15. English	1	2%
		16. Polish	1	2%
TI2 p13#5d	6. How often have you reflected classroom groups in materials and activities?	1. Daily	3	6%
		2. Weekly	3	6%
		3. Monthly	4	8%
		4. Less Than Monthly	10	20%
		5. Never	17	33%
		6. N/A - Only one Cultural Group	13	25%
		7. Not Stated	1	2%
		TOTAL	51	100%
	CULTURAL GROUPS IN GENERAL			
TI2 p13#6a	7. What about cultural groups in general, not just the ones represented in your class? How important is it for kindergartens to include activities and materials related to other cultural groups?	1. Not Very Important	14	27%
		2. Moderately Imp.	24	47%
		3. Very Important	13	25%
		TOTAL	51	100%

. . . . Cont'd.

TABLE 7.5 (Continued) CULTURAL DIVERSITY

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
TI2 p13#6b	8. Have you attempted to reflect other groups in the activities and materials you use?	1. Yes	24	47%
		2. No	27	53%
		TOTAL	51	100%
TI2 p13#6c	9. If so, what activities or materials have you made use of?	1. Books, Stories, Magazines	13	25%
		2. Discussions	6	12%
		3. Pictures, Posters	6	12%
		4. Songs, Music	5	10%
		5. Games	4	8%
		6. Clothing, Costumes	4	8%
		7. Films, Movies, Theatre	3	6%
		8. Artifacts, Toys	3	6%
		9. Dancing	3	6%
		10. Guests, Visitors	2	4%
		11. Show and Tell	2	4%
		12. Events, Celebrations	2	4%
		13. Cooking, Food	2	4%
		14. Themes	1	2%
		15. Language (some words)	1	2%
		16. Artwork	1	2%
		17. Tapes, Records	1	2%
		18. Flags	1	2%
TI2 p13#6c	10. What cultural groups have been reflected in materials and activities?	1. Native (Indian, Métis, Inuit)	11	22%
		2. French	4	8%
		3. Ukrainian	4	8%
		4. Chinese	4	8%
		5. Dutch	3	6%
		6. Jewish	2	4%
		7. Black	2	4%
		8. Japanese	2	4%
		9. Spanish	1	2%
		10. Caribbean	1	2%
		11. British	1	2%
		12. German	1	2%
		13. Irish	1	2%
		14. African	1	2%
TI2 p13#6d	11. How often have you made use of materials and equipment that reflect other groups?	1. Weekly	3	6%
		2. Monthly	6	12%
		3. Less Than Monthly	12	24%
		4. Never	27	53%
		5. Not Stated	3	6%
		TOTAL	51	100%

. . . . Cont'd.

TABLE 7.5 (Continued) CULTURAL DIVERSITY

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
Obs. p3#16	12. Do wall decorations portray any specific:			
	a. Minority Cultural Groups	1. Yes	11	22%
		2. No	40	78%
	If so, specify group and describe portrayal.			
	1. Posters portraying many national groups and races (e.g., children of many lands)		6	12%
	2. Pictures of non-white people. (National group not specific)		7	64%
	3. Pictures of Indians or natives		2	4%
	4. Names, words, labels in a language other than English. (Excludes Immersion Programs)		2	4%
	b. Religions	1. Yes	2	4%
		2. No	49	96%
	If so, specify and describe.			
	1. Pictures, or Posters (Christian)		2	4%
	c. Economic/Social Classes	1. Yes	10	20%
		2. No	41	80%
	If so, specify and describe.			
	1. Middle Classes		3	6%
	2. Farming		2	4%
	3. Circus Life		3	6%
	4. Varied		2	4%
	d. Family Situations	1. Yes	2	4%
		2. No	49	96%
	If so, specify and describe.			
	1. Traditional Family		2	4%
	e. Sex Roles	1. Yes	8	16%
		2. No	43	84%
	If yes, specify and describe.			
	1. Traditional male/female roles		7	14%
	2. Non-traditional roles		1	2%
	f. Handicaps	1. Yes (Physical)	2	4%
		2. No	49	96%
Obs. pp.19-25	13. Do activities portray any specific groups?			
	a. Cultural Groups (Refers to non-immersion kindergartens, N = 43)	1. Yes	6	14%
		2. No	37	86%
	b. Religions	1. Yes	22	43%
		2. No	29	57%
	f. Sex Roles (Traditional)	Group Activities		
		1. Yes	7	14%
		2. No	44	86%

TABLE 7.6

SOCIAL DIVERSITY

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
TI2 p14	1. In your opinion,how important is it for kindergartens to include activities and materials that are related to diverse groups such as:			
	1. DIVERSE RELIGIOUS GROUPS:	1. Not Very Important	30	59%
		2. Moderately Important	10	20%
		3. Very Important	8	16%
		No Response	3	6%
		TOTAL	51	100%
	2. DIVERSE FAMILY SITUATIONS: (e.g., Single Parent Families)	1. Not Very Important	10	20%
		2. Moderately Important	17	33%
		3. Very Important	22	43%
		No Response	2	4%
		TOTAL	51	100%
	3. DIVERSE ECONOMIC OR SOCIAL CLASSES	1. Not Very Important	26	51%
		2. Moderately Important	13	25%
		3. Very Important	10	20%
		No Response	2	4%
		TOTAL	51	100%
	4. DIVERSE PHYSICAL AND MENTAL CAPACITIES	1. Not Very Important	7	14%
		2. Moderately Important	19	37%
		3. Very Important	23	45%
		No Response	2	4%
		TOTAL	51	100%
	5. NON-DISCRIMINATORY SEX ROLES	1. Not Very Important	8	16%
		2. Moderately Important	16	31%
		3. Very Important	25	49%
		No Response	2	4%
		TOTAL	51	100%
TI2 p14	2. Have you attempted to reflect any diverse (social) groups in your kindergarten's activities or materials?	1. Yes	26	51%
		2. No	22	43%
		No Response	3	6%
		TOTAL	51	100%

. . . . Cont'd.

7.6 (Continued) SOCIAL DIVERSITY

Ref.	Question or Item	Response Categories	Response Frequencies #	%
TI2 p14	3. If yes, what activities or materials have you made use of?	1. Discussions	15	29%
		2. Books, Stories	11	22%
		3. Role Playing	6	12%
		4. Films, Movies, T.V.	4	8%
		5. Guests, Visitors	2	4%
		6. Handicapped Children in Classroom	2	4%
		7. Play Centres	2	4%
		8. DUSCO program	1	2%
		9. Themes	1	2%
		10. Songs	1	2%
		11. Games	1	2%
		12. Small Wheelchair for Dolls	1	2%
		13. Pictures, Posters	1	2%
		14. Teacher intervention during free play	1	2%
		15. Book for parents in Resource Centre	1	2%
TI2 p14	4. What groups have been reflected in materials and and activities?	1. Diverse Family Situations	11	22%
		2. Diverse Physical/ Mental Capacities	11	22%
		3. Sex Stereotyping/ Roles	7	14%
		4. Diverse Economic/ Social Classes	3	6%
		5. Jobs/Professions	2	4%
		6. Minority Religions	1	2%
		7. All Types	1	2%
TI2 p14	5. How often have you made use of materials and equipment that reflect diverse groups?	1. Daily	5	10%
		2. Weekly	3	6%
		3. Monthly	7	14%
		4. Less Than Monthly	9	18%
		5. Never	22	43%
		6. Not Stated	5	10%
		TOTAL	51	100%

TABLE 7.7
SPECIAL NEEDS

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
TI2 p17#1	1. Do any of your kindergarten children have special needs that require special programming or assistance?	1. Yes 2. No TOTAL	36 15 51	71% 29% 100%
			No. and % of K's that had one or more children with each type of need	
			#	%
TI2 p17#1	2. If yes (N=36) what types of special needs do your children have? (Question was open-ended: needs were named by teachers)	1. SPEECH 9 K's had 1 child 2 K's had 2 children 4 K's had 3 children 2 K's had 4 children 5 K's had 5 children 1 K had 6 children 1 K had 8 children	21	41%
		2. LANGUAGE/RESOURCE NEEDS (OTHER THAN ESL) (Needs were identified by teachers as: "language delay," "language development" "resource," "learning problems," "repeating children go to resource teacher") 2 K's had 1 child 1 K had 2 children 2 K's had 3 children 1 K had 4 children	6	12%
		3. MENTAL, PHYSICAL, AND MULTIPLE NEEDS FOR WHICH A SPECIAL NEEDS AIDE IS PROVIDED (Needs were identified by teachers as: "Down's Syndrome," "Spinal Bifidus," "Retarded," "Developmentally Delayed," "Low Incidence,"	8	16%

. . . Cont'd.

TABLE 7.7 (Continued) SPECIAL NEEDS

Ref.	Question or Item	Response Categories	Response Frequencies #	Response Frequencies %
	2. (Cont.d) What types of special needs do your children have?	"Physically and mentally handicapped," "Autistic tendencies," "Profoundly Deaf" 6 K's had 1 child 1 K had 2 children 1 K had 3 children		
		4. OTHER SPECIAL NEEDS (NO SPECIAL NEEDS AIDES) Identified by teachers as: a."hearing, "hearing (loss) 2 K's had 2 children 1 K had 4 children b."nearly blind" 1 K had 1 child c."visual perception," "visual" 2 K's had 1 child d."social work" 1 K had 3 children e."behavioural problems" 1 K had 1 child f."gross motor" 1 K had 1 child g."aplastic anemia" 1 K had 1 child h."gifted" 1 K had 2 children	11	22%

Ref.	Question or Item	FREQUENCY OF CONTACT						Number not spec.	Total
		Daily	Wk.-ly	Mo. ly	4-7/ Year	2-3/ Year	Once /Yr.		
TI2 p17#2	3. During the past year, what types of resource and support personnel have you had contact with? How often?								
	a. Resource Teacher(s)	3 6%	3 6%	3 6%	5 10%	2 4%	2 4%	3 6%	21 41%
	b. Speech Therapists/Speech Pathologists/Hearing Sp.		7 14%	7 14%	2 4%	6 12%	4 8%	1 2%	27 53%
	c. Psychologists			2 4%	2 4%	5 10%	3 6%	1 2%	13 25%
	d. Early Childhood Consultant		1 2%				1 2%	1 2%	3 6%

. . . Cont'd.

Table 7.7 (Continued) SPECIAL NEEDS

Ref.	Question or Item	Response Categories						Response Frequencies # %	
TI2 p17#2 Cont.	2. During the past year, what types of resource and support personnel have you had contact with? How often?	FREQUENCY OF CONTACT							
		Daily	Wk.-ly	Mo.ly	4-7/Year	2-3/Year	Once/Yr.	Number not spec.	Total
	e. English as a Second Language Consultant	3 6%							3 6%
	f. Social Workers					2 4%		2 4%	4 8%
	g. Physiotherapists		1 2%	1 2%	1 2%	1 2%			4 8%
	h. Special Education		1 2%		2 4%			1 2%	4 8%
	i. Child Guidance Clinic (specialty unspecified)		1 2%				2 4%	1 2%	4 8%
	j. Misc. Other (Gifted, Div. Cons., Medical, Charity)	1 2%		1 2%	1 2%		1 2%		4 8%

. . . Cont'd.

TABLE 7.7 (Continued) SPECIAL NEEDS

Ref.	Question or Item	Response Categories					Total
		Assessment Diagnosis/ Testing	Discuss Progress of Children	Receive Help With Programming	General/ Information/ Professional Dev.	Not Specified	
TI2 p17 #2c	4. What were the purposes of the contacts? a. Resource Teacher(s)	3 6%	9 18%	4 8%	1 2%	4 8%	21 41%
	b. Speech Therapists/Speech Pathologists/Hearing Sp.	4 8%	20 39%	4 8%		4 8%	32 63%
	c. Psychologists	3 6%	7 14%	3 6%		2 4%	15 29%
	d. Early Childhood Consultant				1 2%	2 4%	3 6%
	e. English as a Second Language Consultant		3 6%				3 6%
	f. Social Workers		1 2%	2 4%		1 2%	4 8%
	g. Physiotherapists		2 4%		1 2%	1 2%	4 8%
	h. Special Education	1 2%	1 2%	2 4%		1 2%	5 10%
	i. Child Guidance Clinic (specialty unspecified)	2 4%	1 2%			1 2%	4 8%
	j. Misc. Other (Gifted, Div. Cons., Medical, Charity)	1 2%	1 2%	2 4%			4 8%
TI2 p17#3	5. Do you receive enough assistance to help you with special needs from:		Yes	No	Sometimes	No Resp.	TOTAL
	a. Manitoba Education		29 57%	15 29%	2 4%	5 10%	51 100%
	b. Other Departments/ Agencies		28 55%	14 27%	4 8%	5 10%	51 100%
	c. Your School Division		37 72%	6 12%	3 6%	5 10%	51 100%
	d. Parents		37 72%	5 10%	4 8%	5 10%	51 100%
	e. Volunteers/Volunteer Agencies		32 63%	13 25%	1 2%	5 10%	51 100%

. . . Cont'd.

TABLE 7.7 (Continued) SPECIAL NEEDS

Ref.	Question or Item	Response Categories	Response Frequencies	
TI2 p17 #4,5	6. In what specific areas, if any, do you require greater assistance, and how could resource and support personnel be more helpful to you? (Open ended questions) (Multiple Responses Possible)	1. MORE HELP IN SPECIFIC AREAS OF CHILD DEVELOPMENT		
		a. Speech/Hearing	3	6%
		b. Language Development	3	6%
		c. Reading Program	1	2%
		d. Social/Emotional Development	1	2%
		e. Native Studies	1	2%
		2. MORE HELP IN GENERAL (More Time, More Support, More Visits, More Accessibility of Resource Persons)	11	22%
		3. MORE HELP FROM SPECIFIC TYPES OF PERSONNEL		
		a. Resource Teacher	2	4%
		b. Aides/Classroom Assistants	3	6%
		c. Public Health Nurse	1	2%
		4. SUPPORT PERSONNEL (Resource People and specialists) SHOULD SPEND MORE TIME WORKING DIRECTLY WITH CHILDREN	7	14%
		5. MISCELLANEOUS OTHER		
		a. Quicker Response Time	1	2%
		b. Need specific guidelines for integration	1	2%
		c. Need to reduce class size	1	2%
		d. Need behavioural assistance	1	2%
		e. Need more help with programming	1	2%
		f. Need more follow up	1	2%
		g. Need materials and equipment	1	2%
		h. Need more information on problems	1	2%
		i. Need more help to find materials	1	2%
		j. Need more help assessing children	2	4%
		6. CURRENT SITUATION IS ADEQUATE. IMPROVEMENT REQUIRED	20	39%
		7. NO RESPONSE	5	10%
TI p.17	7. Frequency of direct assistance to children from specialist and support personnel			
	a. Children with Speech Needs	1. Daily	1	5%
		2. Weekly	9	43%
		3. Monthly	5	24%
		4. Less Than Monthly or Never	6	28%
		TOTAL	21	100%
	b. Children with Language/Resource Needs	1. Daily	5	83%
		2. Less Than Monthly or Never	1	17%
		TOTAL	6	100%
	c. Children with Mental, Physical, and Multiple Needs	1. Daily	4	50%
		2. Less Than Monthly or Never	4	50%
		TOTAL	8	100%
	d. Other Needs	1. Daily	1	9%
		2. Weekly	2	18%
		3. Less Than Monthly or Never	8	73%
		TOTAL	11	100%

CHAPTER 8

STAFFING

KINDERGARTEN ASSESSMENT 1985
TECHNICAL REPORT

TABLE 8.1

BACKGROUND AND EXPERIENCE OF KINDERGARTEN TEACHERS

Ref.	Question or Item	Response Categories	Response Frequencies #	%
	EDUCATION AND TRAINING			
TI2 p23 #1,3	1. Years of University and Degrees	1. 0-1 Yr. Training	8	16%
		2. 2-3 Years	5	10%
		3. Bachelor's Degree other than B.Ed. plus Teaching Cert	14	27%
		4. Bachelor of Ed.	16	31%
		5. B.Ed. plus another Degree (Bachelors or Masters)	8	16%
		TOTAL	51	100%
TI2 p23#2	2. Where did you receive your teacher training?	1. Manitoba	40	78%
		2. Other Canadian Province	5	10%
		3. Manitoba and Elsewhere	2	4%
		4. No Response	4	8%
		TOTAL	51	100%
TI2 p23#4	3. Number of 3 cr.hr. university courses in Early Childhood. Mean = 5 courses Means by University Training a. 0-2 Yrs. Training 1.0 b. 2-3 Yrs. Training 6.4 c. Bach./Teaching Cert. 5.9 d. Bachelor of Education 6.4 e. B.Ed. plus 2nd degree 3.0	0. None	12	24%
		1. One	4	8%
		2. Two	5	10%
		3. Three	5	10%
		4. Four	3	6%
		5. Five	3	6%
		6. Six	6	12%
		7. Eight	3	6%
		8. Twelve	2	4%
		9. Fifteen or More	7	14%
		No Response	1	2%
		TOTAL	51	100%
TI2 p23#5	4. Overall, as a result of your University training, how well prepared were you to teach kindergarten? Means (Adequacy of Training) by Type of Training a. 0-1 Yr. 2.3 b. 2-3 Yrs. Training 1.8 c. Bach./Teaching Cert. 1.8 d. Bachelor of Education 2.0 e. B.Ed. plus 2nd degree 2.1 Overall Mean 2.0	1. Not at All	17	33%
		2. Adequate	17	33%
		3. Very Well	16	31%
		No Response	1	2%
		TOTAL	51	100%

. . . . Cont'd.

TABLE 8.1 (Continued) BACKGROUND AND EXPERIENCE OF KINDERGARTEN TEACHERS

Ref.	Question or Item	Response Categories	Response Frequencies #	%
TI2 p23#5	4. (Continued) Means (Adequacy of Training) by No. of Courses in Early Childhood a. No Courses 1.7 b. One-Two Courses 2.1 c. Three-Four Courses 1.9 d. Five-Six Courses 2.0 e. Seven or More Courses 2.2 Overall Mean 2.0			
TI2 p23#6	5a. Have you received any in-service training in Early Childhood? (*4/7 were first year teachers)	1. Yes	44	86%
		2. No	7*	14%
		TOTAL	51	100%
	b. If yes, what specific areas of training have you received? (Multiple responses possible)	1. Language Development	9	18%
		2. Math	9	18%
		3. Art	8	16%
		4. Observation/Evaluation/Assessment	6	12%
		5. Music	6	12%
		6. Play	5	10%
		7. Learning/Activity Centres	4	8%
		8. E.I.P.	4	8%
		9. Health	4	8%
		10. Physical Education	4	8%
		11. Reading	3	6%
		12. Science	3	6%
		13. E.C. Curriculum	3	6%
		14. Social Studies	3	6%
		15. C.E.L.	2	4%
		16. Cooking	1	2%
		17. Games	1	2%
		18. Portage	1	2%
		19. Storytelling	1	2%
		20. Classroom Management	1	2%
		21. Sourcebook	1	2%
		22. Child Development	1	2%
		23. Role Playing	1	2%
		24. Puppets	1	2%
		25. Children's Lit.	1	2%
		26. Gifted/Special	1	2%
		27. Not Specified	11	22%

Cont'd.

TABLE 8.1 (Continued) BACKGROUND AND EXPERIENCE OF KINDERGARTEN TEACHERS

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
TI2 p23#7	6a. Are there any areas in which you would like to have additional training?	1. Yes	38	75%
		2. No	13*	25%
		TOTAL	51	100%
	b. If yes, specify: (multiple responses possible)	1. Language Development	10	20%
		2. Assessment and Evaluation	6	12%
		3. Observation Skills	3	6%
		4. Special Needs	4	8%
		5. Computers	3	6%
		6. Music	3	6%
		7. Physical Education	3	6%
		8. Child Development	2	4%
		9. Early Childhood	1	2%
		10. Organizing Centres	1	2%
		11. Program Development	1	2%
		12. Storytelling	1	2%
		13. Drama	1	2%
		14. Parenting Programs	1	2%
		15. Math	1	2%
		16. Psychology	1	2%
		17. French	1	2%
		18. Play	1	2%
		19. Everything	2	4%
		20. Visits to other K's	1	2%
		21. Discussions with Other Teachers	1	2%
	TEACHING EXPERIENCE			
TI2 p23#8	7. How many years have you taught kindergarten?	1. 1- 2 years	11	22%
		2. 3- 4 years	3	6%
		3. 5- 6 years	10	20%
	Means (Yrs. Teaching K.) by Type of Training)	4. 7- 8 years	8	16%
		5. 9-10 years	6	12%
	a. 0-1 Yr. Training 16.5 Yrs.	6. 11-15 years	8	16%
	b. 2-3 Yrs.Training 10.4 Yrs.	7. 16 yrs. or more	6	12%
	c. Bach.Plus Teach.Cert. 9.4 Yrs.	TOTAL	51	100%
	d. Bach. of Education 4.9 Yrs.			
	e. B.Ed.plus 2nd Degree			
	Overall Mean 8.3 Yrs.			

Cont'd...

TABLE 8.1 (Continued) BACKGROUND AND EXPERIENCE OF KINDERGARTEN TEACHERS

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
TI2 p23#9	8. What other grades (levels) have you taught? (multiple responses possible)	1. None	9	18%
		2. Nursery	9	18%
		3. Primary (1-3)	33	65%
		4. Upper Elementary	23	45%
		5. Grades 7-12	10	20%
TI2 p23#10	9. In total, how many years of teaching expedience do you have? Means (Years of Teaching) by Type of Training) a. 0-1 Yr. Training 23.6 b. 2-3 Yrs.Training 17.4 c. Bach.Plus Teach.Cert. 19.3 d. Bach. of Education 7.1 e. B.Ed.plus 2nd Degree 10.3 Overall Mean 14.3	1. 1- 2 years	4	8%
		2. 3- 4 years	5	10%
		3. 5- 6 years	3	6%
		4. 7- 8 years	3	6%
		5. 9-10 years	4	8%
		6. 11-15 years	12	24%
		7. 16 or more years	20	39%
		TOTAL	51	100%
TI2 p23#11	10. What languages do you speak? (multiple responses possible)	1. English	51	100%
		2. French	12	24%
		3. Ukrainian	8	16%
		4. German	3	6%
		5. Native Language	2	4%
		6. Flemish	2	4%
		7. Polish	1	2
		8. Russian	1	2%

TABLE 8.2

PROFESSIONAL STAFF

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
TI2 p3#5a	1. At the present time are you teaching:	1. K. All Day	28	55%
		2. K. part time and another grade or subject part time	19	37%
		3. K. Only, but part time	3	6%
		4. Other	1	2%
		TOTAL	51	100%
TI2 p3#5b	2. If teaching another grade or subject part time, what grade or subject?	1. Nursery	3	6%
		2. Elementary (1-6)	10	20%
		3. Jr./Sr. High	1	2%
		4. Music/Drama/Art	3	6%
		5. Resource	1	2%
		6. K.at other school	1	2%
		7. Not Applicable	32	63%
		TOTAL	51	100%
TI2	3. Are any other teachers regularly involved in teaching your Kindergarten class?	1. Yes	42	82%
		2. No	9	18%
	If yes, specify days per week or cycle, and minutes per day for each of the following:			
	a. Music Teacher	Days/Wk. or Cycle		
		1. One	7	14%
	Mean = 2.1 days (N=18)	2. Two	5	10%
		3. Three	4	8%
		4. Four	1	2%
		5. Five	1	2%
		TOTAL	18	35%
		Mins./Day		
	Mean = 25 mins. (N=18)	1. 15 or less (8)	3	6%
		2. 16-30 mins. (23)	11	22%
		3. 31-45 mins. (38)	3	6%
		4. 46-60 mins. (53)	1	2%
		TOTAL	18	35%

Cont'd...

TABLE 8.2 (Continued) PROFESSIONAL STAFF

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
	b. Physical Education Teacher	Days/Wk. or Cycle		
		1. One	7	14%
	Mean = 2.2 days (N=26)	2. Two	12	24%
		3. Three	3	6%
		4. Four	3	6%
		5. Five	1	2%
		TOTAL	26	51%
		Mins./Day		
	Mean = 39 mins. (N=26)	1. 16-30 mins. (23)	14	27%
		2. 31-45 mins. (38)	16	12%
		3. 46-60 mins. (53)	2	4%
		4. 76-90 mins. (83)	3	6%
		5. 106-120 m. (113)	1	2%
		TOTAL	26	51%
TI2 p3#5b	c. French Language Teacher (Excluding Immersion)	Days/Wk. or Cycle		
		1. One	1	2%
		2. Two	1	2%
		3. Five	2	4%
		TOTAL	4	8%
		Mins/Day		
		1. 15 or less	4	8%
	d. Librarian	Days/Wk. or Cycle		
		1. One	19	37%
	Mean = 1.2 days (N=22)	2. Two	2	4%
		3. Three	1	2%
		TOTAL	22	43%
		Mins./Day		
	Mean = 25 mins. (N=22)	1. 15 or less (8)	4	8%
		2. 16-30 mins. (23)	15	29%
		3. 31-45 mins. (38)	2	4%
		No Response	1	2%
		TOTAL	22	43%
	e. English As a Second Language	Days/Wk. or Cycle		
		3. Three	2	4%
		4. Four	1	2%
		TOTAL	3	6%
		Mins./Day		
		1. 15 or less (8)	1	2%
		2. 16-30 mins. (23)	2	4%
		TOTAL	3	6%

Cont'd...

TABLE 8.2 (Continued) PROFESSIONAL STAFF

Ref.	Question or Item	Response Categories	Response Frequencies #	%
	f. Special Education Teacher	Days/Wk. or Cycle		
		2. Two	1	2%
		5. Five	2	4%
		TOTAL	3	6%
		Mins./Day		
		1. 15 or less (8)	1	2%
		2. 16-30 mins. (23)	1	2%
		3. 31-45 mins. (38)	1	2%
		TOTAL	3	6%

TABLE 8.3

PARAPROFESSIONALS

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
TI2 p3#5c	1. Is a paraprofessional teacher aide or teaching assistant employed in your classroom?	1. Yes, Full Time	14	27%
		2. Yes, Part Time	10	20%
		3. No	27	53%
		TOTAL	51	100%
TI2 p3#5c	2. If part time, state days per week or cycle. (N=10)	1. Every Day	7	70%
		2. One Day	1	10%
		No Response	2	20%
		TOTAL	10	100%
TI2 p3#5c	3. Of part time, state hrs. per day. (N=10)	1. 15 mins./day	2	20%
		2. 45-60 mins.	4	40%
		3. 90 mins.	1	10%
		No Response	3	30%
		TOTAL	10	100%
TI2	4. If a paraprofessional is employed, is this person: (N=24)	1. A P.E.N.T Student	---	
		2. Employed by the Div.	22	92%
		3. Employed Through a Gov't. Sponsored Employment Program	2	8%
		TOTAL	24	100%
TI2 p19	5. What is the reason for your aide?	FULL TIME AIDES(N=14)		
		1. Size of class	8	57%
		2. Special Needs	3	22%
		3. Size and Special	3	22%
		TOTAL	14	100%
		PART TIME AIDES (N=10)		
		1. Size of class	2	20%
		2. Special Needs	4	40%
		3. Relief/Prep.Time	4	40%
		TOTAL	10	100%
PI p4#13a	6. Is a paraprofessional or teacher aide employed in the kindergarten?	1. Yes, Full Time	14	27%
		2. Yes, Part Time	10	20%
		3. No	27	53%
		TOTAL	51	100%
PI p4#13b	7. If yes, is the paraprofessional: (N=24)	1. A P.E.N.T Student	---	
		2. Employed by the Div.	22	92%
		3. Employed Through a Gov't. Sponsored Employment Program	2	8%
		TOTAL	24	100%

Cont'd...

TABLE 8.3 (Continued) PARAPROFESSIONALS

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
PI p4#13c	8. For what reason is the paraprofessional employed?	1. Size of class	10	42%
		2. Special Needs	6	25%
		3. Class Size/Special	4	17%
		4. Policy	4	17%
		TOTAL	24	100%
Obs. p13#1	9. In how many kindergartens were paraprofessionals observed?	1. Full Time Paras.	14	27%
		2. Part Time Paras.	7*	14%
		3. No Paras.	30	59%
		TOTAL	51	100%
	*(Total part-time paras. should be 10. Three part-time paraprofessionals were not present on the day of observation.)			
Obs. 17	10. What proportion of time did paraprofessionals spend on:	FULL TIME (N=14)		
		WG-PG-OB-NP		
	1. Whole Group Activities (WG)	1. 75-00-00-25	1	7%
	2. Part Group Activities (PG)	2. 65-00-25-10	1	7%
	3. Observing or in-class but not interacting with children (OB)	3. 60-30-10-00	1	7%
		4. 5-85-10-00	1	7%
		5. 10-70-20-00	1	7%
	4. Not in Classroom or with Class (NP)	6. 15-65-20-00	1	7%
		7. 00-60-40-00	2	14%
		8. 40-50-10-00	1	7%
		9. 20-50-00-30	1	7%
		10. 10-45-45-00	1	7%
		11. 00-45-40-15	1	7%
		12. 5-40-45-10	1	7%
		13. 30-10-25-35	1	7%
		TOTAL	14	100%
		PART TIME (N=10)		
		1. 00-00-00-100	3	30%
		2. 15-00-00-85	1	10%
		3. 00-00-15-85	1	10%
		4. 10-10-00-80	1	10%
		5. 00-00-20-80	1	10%
		6. 00-25-15-60	1	10%
		7. 5-60-05-30	1	10%
		8. 75-10-00-15	1	10%
		TOTAL	10	100%

Cont'd...

TABLE 8.3 (Continued) PARAPROFESSIONALS

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
Obs. p13#3	11. What proportion of paras. time was allocated to: (N=24)	WC-SC-CW-HK		
		1. 100-00-00-00	1	4%
		2. 95-00-00-05	1	4%
		3. 90-00-00-10	1	4%
	1. Working with Children (WC)	4. 80-05-15-00	1	4%
	2. Supervising Children (SC)	5. 80-10-00-10	1	4%
	3. Doing Clerical Work (CW)	6. 80-20-00-00	1	4%
	4. Housekeeping (HK)	7. 70-20-00-10	1	4%
		8. 65-25-10-00	1	4%
		9. 50-10-20-20	1	4%
		10. 50-30-10-10	1	4%
		11. 50-00-20-30	1	4%
		12. 45-45-00-10	1	4%
		13. 40-15-00-45	1	4%
		14. 40-00-40-20	1	4%
		15. 35-35-15-15	1	4%
		16. 25-00-60-15	1	4%
		17. 25-55-10-10	1	4%
		18. 20-75-00-05	1	4%
		19. 00-65-35-00	1	4%
		20. 00-100-0-00	1	4%
		21. 00-00-100-0	1	4%
		22. Not Present	3	13%
TI2 p20#4	12. What proportion of time does your paraprofessional spend:	FULL TIME (N=14)		
		WC-SC-CW-HK-NK		
	1. Working with Children (WC)	1. 90-00-00-10-00	2	14%
	2. Supervising Children (SC)	2. 80-00-10-10-00	2	14%
	3. Doing Clerical Work (CW)	3. 75-10-05-10-00	1	7%
	4. Housekeeping (HK)	4. 70-25-05-00-00	1	7%
	5. Not on K. related Activities (NK)	5. 60-05-05-30-00	1	7%
		6. 50-10-00-40-00	1	7%
		7. 40-15-05-40-00	1	7%
		8. 25-50-10-15-00	1	7%
		9. 25-25-25-25-00	1	7%
		10. 80 -10-10-00	1	7%
		11. 70 -00-30-00	1	7%
		12. 50 -25-25-00	1	7%
		TOTAL	14	100%
		PART TIME (N=10)		
		1. 100-00-00-00-00	2	20%
		2. 100-00-00-00	1	10%
		3. 75-00-20-05-00	1	10%
		4. 60-30-05-05-00	1	10%
		5. 60-15-10-00-15	1	10%

(Cont'd.)

TABLE 8.3 (Continued) PARAPROFESSIONALS

Ref.	Question or Item	Response Categories			Response Frequencies #	%
TI2 p20#4	(Continued)	6. 33-33-33-00-00			1	10%
		7. 30-20-30-20-00			1	10%
		8. 20-15-50-10-05			1	10%
		9. No Response			1	10%
		TOTAL			10	100%
TI2 p19#3	13. How often does your aide perform each of the following tasks?	Never (1)	Some Times (2)	Often (3)		Mean (N=23)
	1. Responsible for Large-Group Activities	61%	22%	17%		1.57
	2. Reading Stories to Small Groups	30%	48%	22%		1.91
	3. Assisting Small Groups with Arts and Crafts Activities	13%	9%	78%		2.65
	4. Working with Small Groups Specific Skills,Content,etc	22%	30%	48%		2.26
	5. Assisting Small Groups with Cooking Projects	52%	35%	13%		1.61
	6. Supervising or Playing with Children during Free Play	9%	35%	57%		2.48
	7. Assisting Individual Children in Language Development	35%	35%	30%		1.96
	8. Working with Individual Child-on Specific Skills, etc.	17%	39%	43%		2.26
	9. Assisting with Classroom Management	35%	35%	30%		1.96
	10. Preparing Materials for Centres or Other Classroom Use	22%	30%	48%		2.26
	11. Clerical Work (Photocopying, finding materials, etc.	35%	22%	43%		2.09
	12. Assisting Teacher in Planning Daily Activities	87%	9%	4%		1.17
	13. Assisting Teacher in Assessing and Evaluating Students	43%	48%	9%		1.65
	14. Interpreting a Language	87%	9%	4%		1.17
	15. Assisting Children to Use Computers	65%	17%	17%		1.52
	16. Housekeeping	26%	17%	57%		2.30

Cont'd....

TABLE 8.3 (Continued) PARAPROFESSIONALS

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
Obs. p13#2	14. Check the tasks you observe the paraprofessional perform. (N=24)			
	1. Responsible for Large-Group Activities		8	33%
	2. Reading Stories to Small Groups		1	4%
	3. Assisting Small Groups with Arts and Crafts		10	42%
	4. Working with Small Groups on Specific Skills		11	46%
	5. Assisting Small Groups With Cooking Projects		1	4%
	6. Supervising/Playing During Free Play		13	54%
	7. Assisting Individual Children in Lang. Dev.		5	21%
	8. Working with Individuals on Specific Skills		7	29%
	9. Assisting with Classroom Management		12	50%
	10. Preparing Materials for Centres or Classrooms		12	50%
	11. Clerical Work (Photocopying, etc.)		7	29%
	12. Assisting Teacher in Planning Daily Activities		1	4%
	13. Assisting Teacher in Assessing/Evaluating		3	13%
	14. Interpreting a Language		1	4%
	15. Assisting Children to Use Computers		--	
	16. Housekeeping		1	4%
	17. No paraprofessional present		3	13%
TI2 p19	15. FOR PROGRAMS WITHOUT PARAPROFESSIONALS (N=27) You have indicated that you do not have an aide or teaching assistant. Would you like to have one?	1. Yes, an aide is absolutely essential in order to run the program the way it should be run.	5	19%
		2. Yes, an aide would be very useful and would make the program better.	10	37%
		3. No, I really don't need one.	9	33%
		No Response	3	11%
		TOTAL	27	100%
TI2 p19#1	16. FOR PROGRAMS WITH PARAPROFESSIONALS (N=24) You have indicated that you have a (full-time/part-time) aide. How essential is this person to the running of your kindergarten program?	1. The aide is absolutely essential	17	71%
		2. The aide is very useful and contributes positively	6	25%
		3. The aide is not really needed	--	
		4. No Response	1	4%
		TOTAL	24	100%

Cont'd...

TABLE 8.3 (Continued) PARAPROFESSIONALS

Ref.	Question or Item	Response Categories	Response Frequencies #	%
TI2 p20#5	17. In general, have you found that your kindergarten aide is sufficiently trained in early childhood?	1. Yes	9	38%
		2. No	13	54%
		3. No Response	2	8%
		TOTAL	24	100%
TI2 p20#5	18. If not, what specific types of training would you like to see? (N=13)	1. Child Development	5	38%
		2. Disc./Management	3	23%
		3. Teaching Skills	3	23%
		4. Philosophy	1	8%
		5. K. Inservice	1	8%
		TOTAL	13	100%

TABLE 8.4

ADULT VOLUNTEERS

Ref.	Question or Item	Response Categories	Response Frequencies #	%
	EXTENT OF USE			
Obs. p14#1	1. Number of volunteers observed in classroom.	0. None	41	80%
		1. One	8	16%
		2. Two	2	4%
		TOTAL	51	100%
PI p5#14a	2. Do you expect parents and other volunteers to participate in the kindergarten?	1. Yes	34	67%
		2. No	10	20%
		3. Up to Teacher	1	2%
		4. No Response	6	12%
		TOTAL	51	100%
TI2 p20#1	3. Does your kindergarten have a formal adult volunteer program?	1. Yes	16	31%
		2. No	35	69%
		TOTAL	51	100%
TI2 p20#2	4. How often are adult volunteers involved in your classroom or or with classroom activities?	0. Never	16	31%
		1. Daily	8	16%
		2. Weekly	9	18%
		3. Occasionally	18	35%
		TOTAL	51	100%
TI2 p20#3	5. Approximately how many adult volunteers would be involved on the same day?	0. None	16	31%
		1. One	18	35%
		2. Two	8	16%
		3. Three	3	6%
		4. Four or More	6	12%
		TOTAL	51	100%
	PARENT INVOLVEMENT			
TI2 p20#4	6. Over the past year, what proportion of the children in your kindergarten class have had parents or other adult family members involved in the classroom, or with classroom activities?	0. None	19	37%
		1. 1-20 percent	7	14%
		2. 21-40 percent	15	29%
		3. 41-60 percent	4	8%
		4. 61-80 percent	2	4
		5. 81-100 percent	4	8%
		TOTAL	51	100%
TI2 p20#5	7. Are parents of kindergarten children encouraged to visit or help in the kindergarten?	1. Yes	32	63%
		2. No	5	10%
		3. No response	14	28%
		TOTAL	51	100%

Cont'd...

TABLE 8.4 (Continued) ADULT VOLUNTEERS

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
TI2 p21#6a	8. Was the volunteer that was here today a parent of one of your kindergarten children? (N=10)	1. Yes	8	80%
		2. No	2	20%
		TOTAL	10	100%
TI2 p21#6b	9. Was there any particular reason parents were here today? (N=8)	1. Regular Volunteers	7	88%
		2. To Help at Learning Centres	1	12%
	kindergarten children? (N=10)	TOTAL	8	100%
	ACTIVITIES OF VOLUNTEERS			
PI p5#14b	10. What kinds of help are volunteers expected to give? (N=34 Principals who said they expect volunteers to participate) (Multiple Answers Possible)	1. Field Trips/Special Events, Concerts	16	47%
		2. Read to Children, Tell Stories	8	24%
		3. Lunch Supervision	2	6%
		4. Play with Children	3	9%
		5. Housekeeping/ Dressing Children	4	12%
		6. Prepare or Set up Materials	5	15%
		7. Help Individual Students	2	6%
		8. Help Small Groups	2	6%
		9. General Supervision/Assistance	12	35%
		10. Help on Specific Tasks (e.g., Computers, Cooking	10	29%
PI p14#2	11. Check the tasks you observe the volunteers perform. (N=10 classrooms)	1. Responsible for Large Gp.Activities	--	---
		2. Reading Stories to Small Groups	--	---
		3. Assisting Sm.Groups With Arts/Crafts	4	40%
		4. Assisting Sm.Groups to Master Specific Skills, Concepts	4	40%
		5. Assisting Sm.Groups with Cooking Proj.	1	10%
		6. Playing with Children in Free Play	--	---
		7. Assisting Individuals in Language Development	1	10%

Cont'd....

TABLE 8.4 (Continued) ADULT VOLUNTEERS

Ref.	Question or Item	Response Categories			Response Frequencies #	%
Obs. p14#2	11. (Continued)	8. Preparing Materials for Classroom Use			3	30%
		9. Clerical Work			1	10%
		10. Passive Observation			3	30%
		11. Interpreting a Language			--	---
		12. Assisting Children to Use Computers			1	10%
		13. Housekeeping			4	40%
		14. Observing & Recording Information on Specific Children for the Teacher			--	---
TI2 p21#8	12. When adult volunteers participate in your classroom, how often do they perform each of the following tasks? (N=17 kindergartens in which volunteers are involved daily or weekly)	Rarely/ Never (1)	Some Times (2)	Quite Often (3)	Mean (N=17)	
	1. Responsible for Large-Group Activities	94%	6%	0%	1.06	
	2. Reading Stories to Small Groups	65%	12%	24%	1.59	
	3. Assisting Small Groups with Arts and Crafts Activities	35%	18%	47%	2.12	
	4. Working with Small Groups Specific Skills,Content,etc	53%	18%	29%	1.76	
	5. Assisting Small Groups with Cooking Projects	53%	12%	35%	1.83	
	6. Playing with Children in Free Play Sessions	71%	12%	18%	1.47	
	7. Assisting Individual Children in Language Development	65%	24%	12%	1.47	
	8. Working with Individual Child on Specific Skills, etc.	35%	41%	24%	1.88	
	9. Preparing Materials for Centres or Other Classroom Use	59%	12%	29%	1.71	
	10. Clerical Work (Photocopying, finding materials, etc.	65%	29%	6%	1.41	

Cont'd...

TABLE 8.4 (Continued) ADULT VOLUNTEERS

Ref.	Question or Item	Response Categories			Response Frequencies	
					#	%
	11. Interpreting a Language	94%	6%	---		1.06
	12. Assisting Children to Use Computers	82%	12%	6%		1.24
	13. Housekeeping	65%	18%	18%		1.53
	14. Observing and Recording Information on Specific Children for the Teacher	100%	---	---		1.00
	15. Other (Mom's Gym, Field Trips)			24%		1.52
TI2 P21#9	13. What proportion of time do adult volunteers spend:	WC-SO-CW-HK-OC				
	1. Working with Children (WC)	1. 100-00-00-00-00			4	24%
	2. Supervising/Observing (SO)	2. 95-04-00-00-01			1	6%
	3. Doing Clerical Work (CW)	3. 90-10-00-00-00			1	6%
	4. Housekeeping (HK)	4. 80-10-10-00-00			1	6%
	5. Out of Classroom Activities (OC)	5. 80-00-00-10-10			1	6%
	(N=16/17 classrooms with daily or weekly volunteers)	6. 50-50-00-00-00			2	13%
		7. 50-00-00-00-50			1	6%
		8. 15-00-60-25-00			1	6%
		9. 15-00-50-05-30			1	6%
		10. 00-00-00-00-100			2	13%
		TOTAL			16	100%
Obs. p17	14. What proportion of time did adult volunteers spend:	WG-SG-OB-NP				
	1. Whole-Group Activities (WG)	1. 30-00-00-70			1	10%
	2. Small-Group Activities (SG)	2. 45-15-12-28			1	10%
	3. Observing/In Class but Not Participating (OB)	3. 00-34-50-16			1	10%
	4. Not in Classroom (NP)	4. 34-50-16-00			1	10%
		5. 21-15-00-64			1	10%
	(N=10 classrooms in which volunteers were observed)	6. 00-50-00-50			1	10%
		7. 00-38-14-48			1	10%
		8. 00-34-00-66			1	10%
		9. 28-72-00-00			1	10%
		10. 00-03-00-97			1	10%
		TOTAL			10	100%

TABLE 8.5

STUDENT VOLUNTEERS

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
Obs. p15	EXTENT OF USE 1. Number of student volunteers observed in classroom.	0. None	45	88%
		1. One	4	8%
		2. Two	1	2
		3. Three	1	2%
		TOTAL	51	100%
Obs. p15	2. Grade levels of student volunteers. (N=9 volunteers in 6 programs)	1. Grades 4-6	7	77%
		2. Grades 10-12	1	11%
		3. Post Secondary	1	11%
		TOTAL	9	100%
TI2 p22#1	3. In addition to adult volunteers have student volunteers been involved in your classroom?	1. Yes	30	59%
		2. No	14	27%
		3. No Response	7	14%
		TOTAL	51	100%
TI2 p22#2	4. If yes, what grade levels have been involved? (N=30) (Multiple Answers Possible)	1. Grades 4-6	21	70%
		2. Grades 7-9	6	20%
		3. Grades 10-12	8	27%
		4. Post Secondary	1	3%
TI2 p22#3	5. How often have other students been involved? (N=30)	1. Daily	15	50%
		2. Weekly	6	20%
		3. 2-3 Time/Mo.	3	10%
		4. Monthly or Less	3	10%
		5. No Response	3	10%
		TOTAL	30	100%
TI2 p22#4	ACTIVITIES OF STUDENT VOLUNTEERS 6. What types of student involvement have there been? (N=30) (Multiple Answers Possible)	1. Supervision at Recess and Before School	10	33%
		2. Housekeeping	6	20%
		3. Clerical (cut paper, stapling, etc.)	3	10%
		4. Dress Children, Tie Shoes	2	7%
		5. Computers	2	7%
		6. Work/Play with Children	19	63%
		7. Assignments(Observation for student's program)	1	3%
		8. Help with Snack	2	7%

Cont'd...

TABLE 8.5 (Continued) STUDENT VOLUNTEERS

Ref.	Question or Item	Response Categories	Response Frequencies #	%
PI p15#3	7. Check the tasks you observe the student volunteers perform. (N=6 classrooms)	1. Responsible for Large Gp.Activities	--	---
		2. Reading Stories to Small Groups	--	---
		3. Assisting Sm.Groups With Arts/Crafts	1	17%
		4. Assisting Sm.Groups to Master Specific Skills, Concepts	1	17%
		5. Assisting Sm.Groups with Cooking Proj.	--	---
		6. Playing with Children in Free Play	1	17%
		7. Assisting Individuals in Language Development	1	17%
		8. Preparing Materials for Classroom Use	2	33%
		9. Clerical Work	2	33%
		10. Passive Observation	2	33%
		11. Interpreting a Language	--	---
		12. Assisting Children to Use Computers	1	17%
		13. Housekeeping	2	33%
		14. Supervising Children in Absence of an Adult	3	50%
Obs. p15#4	8. On average, how long did volunteers spend:	1. Working With Children (N=4)	50 mins.	
		2. Observing (N=2)	30 mins.	
		3. Doing Clerical Work (N=2)	20 mins.	
		4. Housekeeping (N=2)	15 mins.	
		5. Supervising Children in Absence of an Adult (N=3)	20 mins.	
Obs. p17	14. What proportion of time did student volunteers spend on: 1. Whole-Group Activities (WG) 2. Part Group or Individual Activities (PG) 3. Observing in Class but not Participating (OB) 4. Not in Classroom (NP) (N=6 classrooms in which volunteers were observed)	WG-PG-OB-NP (Percentages)		
		1. 00-23-24-53	1	17%
		2. 00-00-14-86	1	17%
		3. 00-21-00-79	1	17%
		4. 00-50-16-34	1	17%
		5. 11-00-00-89	1	17%
		6. 60-07-33-00	1	17%
		TOTAL	6	100%

TABLE 8.6

CONDUCT OF SESSIONS

Ref.	Question or Item	Response Categories	Response Frequencies	
			#	%
Obs. p16	1. In how many kindergartens were group sessions (both whole and part), conducted by: (This refers to the person who was in charge of the group, either the whole group, or a small group. It does not include people who were present, but not in charge.)	1. K. Teachers	51	100%
		2. Specialist Teachers	20	39%
		a. Librarians	9	18%
		b. Phys.Education	6	12%
		c. Music Teachers	6	12%
		d. French Language	2	4%
		3. Paraprofessionals	17	33%
		4. Principals	3	6%
		5. Another K. Teacher	1	2%
		6. Volunteers	10	20%
Obs. p16	WHOLE-GROUP SESSIONS 2. In how many kindergartens did persons other than the kindergarten teacher conduct sessions with the whole class? (N=51 kindergartens in which were whole-group sessions)	1. Specialist Teachers	18	35%
		2. Paraprofessionals	5	10%
		3. Principals	3	6%
		4. Volunteers	2	4%
		5. Another K. Teacher	1	2%
Obs. p16	PART-GROUP SESSIONS 3. In kindergartens in which there were part-group sessions (N=14), who was in charge of the different groups? (This does not include specialist teachers who may have been working with individual students.)	1. K.Teacher (all groups)	4	29%
		2. K. Teacher and Paraprofessional	6	43%
		3. Specialist T. and Paraprofessional	1	7%
		4. K. Teacher and Adult Volunteer	1	7%
		5. K. Teacher and Specialist Teacher and Adult Volunteer	1	7%
Obs. p16	COMBINED SMALL-GROUP AND PLAY-ACTIVITY SESSIONS 4. In kindergartens in which there were combined small-group and play-activity sessions, (N=12), who was in charge of each group?	1. K. Teacher only	4	33%
		2. K. Teacher and paraprofessional	4	33%
		3. K. Teacher and Paraprofessional and Volunteer	3	25%
		4. K. Teacher and Volunteer	1	12%
		TOTAL	12	100%

Cont'd...

TABLE 8.6 (Continued) CONDUCT OF SESSIONS

Ref.	Question or Item	Response Categories	Response Frequencies \#	 %
	PLAY-ACTIVITY SESSIONS (EXCLUDING COMBINED SESSIONS--SEE ABOVE			
Obs. p16	5. In kindergartens in which there were play-activity sessions (N=36), what adults participated? (This includes all adults that interacted with the children, not just the one who was in charge of the session.)	1. K. Teacher only	21	58%
		2. K. Teacher and Paraprofessional	9	25%
		3. Paraprofessional	1	11%
		4. K. Teacher and and Volunteer	4	11%
		4. K. Teacher and Paraprofessional and Volunteer	1	11%
		TOTAL	12	100%
	ALL SESSIONS			
Obs. p16	6. Taking into account all sessions that occurred during the observations, what adults conducted sessions?	1. K. Teacher only	16	31%
		2. K. Teacher and Paraprofessional	9	18%
		3. K. Teacher and Specialist Teacher	8	16%
		4. K. Teacher, Para.,& Specialist Teacher	5	10%
		5. K. Teacher and Adult Volunteer	3	6%
		6. K. Teacher, Spec.T., and Volunteer	4	8%
		7. K. Teacher, Para., and Volunteer	2	4%
		8. K. Teacher, Spec.T., and Principal	3	6%
		9. K. Teacher, Other K. Teacher, Para., and Volunteer	1	2%
		TOTAL	51	100%

CHAPTER 9

ADMINISTRATION

KINDERGARTEN ASSESSMENT 1985
TECHNICAL REPORT

TABLE 9.1

ENTRY SYSTEM

Ref.	Question or Item	Response Categories	Response Frequencies	
TEACHERS				
TT2 p1#3	1. a. Did your kindergarten use a staggered entry system last year?	1. Yes	32	63%
		2. No	19	7%
		TOTAL	51	100%
	b. If so, how long did the entry period last?	1. 1 Day or less	4	8%
		2. 2-4 Days	17	33%
		3. One Wk. or More	11	22%
		TOTAL	32	63%
	c. Did the staggered entry system work well?	1. Yes	29	57%
		2. No	3	6%
		TOTAL	32	63%
TI2 p1 #3d	2. Will you be using a staggered system next year?	1. Yes	32	63%
		2. No	13	25%
		No Response	6	12%
		TOTAL	51	100%
PRINCIPALS				
P.I. p1 #4a	3. a. Does the kindergarten use a staggered entry system?	1. Yes	30	59%
		2. No	21	41%
		TOTAL	51	100%
#4b	b. If so, does the staggered entry system work well?	1. Yes	30	59%
		Not Applicable	21	41%
		TOTAL	51	100%
P.I. p2 #4c	4. Will you be using a staggered entry system in the future?	1. Yes	30	59%
		2. No	7	14%
		No Response	14	27%
		TOTAL	51	100%
P.I. p2 #4d	5. Have you received comments or feedback from parents about the staggered entry system?	1. Yes	17	33%
		2. No	13	25%
		Not Applicable	21	41%
		TOTAL	51	100%
	Comments	1. Positive	10	20%
		2. Positive and Negative (Confusion - 6%; Inconvenience for Working Parents - 4%; Impatience of Children - 8%)	7	14%

TABLE 9.2

LUNCH PERIOD: FULL DAY PROGRAMS

Ref.	Question or Item	Response Categories	Response Frequencies (N=51)	
TI2 p3#1	1. Do the kindergarten children stay for lunch?	1. Yes	13	25%
		2. No Response	1	2%
		TOTAL	14	28%
TI2 p3#2	2. If so, who supervises the children over the lunch period?	1. K. Teacher	5	10%
		2. K. Teacher and Grade 6 Students	2	7%
		3. Teacher on Duty	1	2%
		4. Paraprofessionals	1	2%
		5. Parent Volunteers	1	2%
		6. Gr.5 & 6 Students	1	2%
		7. K. Teacher and Paraprofessional	1	2%
		8. Parent Volunteers and Duty Teacher	1	2%
		Missing	1	2%
		TOTAL	14	28%
TI2 p3#3	3. What types of activities take place during the lunch period? (Multiple responses possible)	1. Outdoor Play, Weather Permitting	8	16%
		2. Free Play	5	10%
		3. Television	2	4%
		4. Storytelling	2	4%
		5. Library	1	2%

TABLE 9.3

ADMINISTRATION

Ref.	Question or Item	Response Categories	Response Frequencies	
PIp3 #8	1. Are there special administrative arrangements needed for kindergarten in the following areas?			
#8a	a. Playground	1. No 2. Yes (specify)	33 18	65% 35%
	(Special arrangements included special area, equipment, scheduling, supervision)			
	b. Washrooms	1. No	51	100%
	c. Gymnasium	1. No 2. yes	45 6	88% 12%
	(Special arrangements included occasional use requiring special arrangements, special equipment)			
	d. Music Room	1. No 2. Yes	46 5	90% 10%
	(Special arrangements included Music room being same room as kindergarten, occasional use requiring special arrangements)			
	e. Library	1. No 2. Yes	49 1	96% 4%
	(Special arrangements were identified as: occasional use, special area assigned to kindergarten)			
#8b	f. Equipment	1. No 2. Yes	30 21	59% 41%
	(Special arrangements were identified as special equipment needs)			
#8c	g. Paraprofessionals	1. No 2. Yes	20 31	39% 61%
	(Special arrangements were identified as: special needs (12%), class size (23%), language (4%), specific tasks (4%), full time (14%), part time (2%), discretion of division (2%))			

Table 9.3 (Continued) ADMINISTRATION

Ref.	Question or Item	Response Categories	Response Frequencies	
PIp3 #8c	h. Volunteers	1. No	23	45%
		2. Yes	28	55%
	(Special arrangements were identified as special tasks, arranged through teachers, arrangements with high schools)			
PIp3 #8d	i. Bus Transportation	1. Not Used	10	20%
		2. Special Arrangements	25	49%
		3. Not Mentioned	16	31%
	j. Maintenance Services	1. No Special Arrangements	43	84%
		2. Yes	8	16%
	(Special arrangements were identified as carpeting (2%) more frequent cleaning needed (6%), mucky materials (6%), k. repairs needed (2%))			
PIp4 #9	2. Are there any specific administrative problems that you would like to mention?			
	1. Concern About Pupil/Teacher ratio		2	4%
	2. Not enough administrative time for K. Teacher		2	4%
	3. Parent-Teacher Interviews require more time		1	2%
	4. Choosing morning and afternoon students		1	2%
	5. Need more space (Room too small)		6	12%
	6. Getting morning and afternoon classes together for special events		2	4%
	7. Spring Registration (75-80% response)		1	2%
	8. School Board thinks K. is an "extra"		1	2%
	9. Half Time teacher -- not in school full time so difficult to communicate		1	2%
	10. Bathrooms awkward		1	2%
	11. Parents don't pick up children when they are dismissed (early dismissal)		3	6%
	12. Half Day -- makes scheduling awkward		2	4%
	13. Teacher should have a say in who can come to kindergarten		1	2%
	14. K. Teacher must arrive early		1	2%

TABLE 9.4

KINDERGARTEN PARTICIPATION IN SCHOOL LIFE

Ref.	Question or Item	Response Categories	Response Frequencies
PIpl #1a	1. In general, how do you see the kindergarten class in your school?	1. As Any Other Class	15 29%
		2. Somewhat Special	25 49%
		3. Quite Different	11 22%
PIpl #1b	2. For what reason (if different from other classes)?		
	1. Differences in orientation of K. program (e.g., less structure, different goals, less academic)		15 29%
	2. K. provides a general orientation to school. Greater need for positive orientation to school, need to teach school routines, etc.		11 22%
	3. More emphasis on developing readiness skills		6 12%
	4. More emphasis on developing social skills.		7 14%
	5. More emphasis on language development		2 4%
	6. Differences in requirements for supervision, discipline, protection, care		3 6%
	7. Differences in scheduling/timetabling		6 12%
	8. Differences in budget, supplies, grants		2 4%
	9. Early Identification and diagnosing readiness is stressed		3 6%
PIpl #2	3. What do you perceive to be the primary purpose of kindergarten?		
	1. Social Development		29 57%
	2. Academic Readiness		17 33%
	3. Early Identification		4 8%
	4. Language Development		9 18%
	5. Experiential Background/Environment		7 14%
	6. School Routines, Orientation to School, Adjustment to School, Preparation to learn		20 39%
	7. Developing positive attitude to school and learning		4 8%
	8. Bridging Gap between Home and School		1 2%
	9. Immersion (Learning language)		2 4%

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TABLE 9.4 (Continued) KINDERGARTEN PARTICIPATION IN SCHOOL LIFE

Ref.	Question or Item	Response Categories	Response Frequencies	
PI p1 #3a	4a. Which specific criteria would you use for choosing a kindergarten teacher?	1. Warm, loving, patient, open	39	76%
		2. Training in or knowledge of early childhood	28	55%
		3. Previous experience with young children	9	18%
		4. Musical	8	16%
		5. Classroom management and organizational skills	7	14%
		6. Physically Fit, Energetic	6	12%
		7. Enthusiasm, vibrancy	5	10%
		8. Particular knowledge or skills (e.g., native language, inner-city exp.)	4	8%
		9. Misc. Other (Maturity, interest, flexibility, commitment, sensible perceptive, ability to cope with noise, hard worker)	9	18%
PI p1 #3b	b. Are these the same criteria you would use for choosing a teacher for the other early years?	1. Yes	41	80%
		2. No	9	18%
		3. No Response	1	2%
		TOTAL	51	100%
PIp6 #17a	5a. Is the kindergarten invited to participate in festivals,folk dances, concerts, science fairs, etc.,in the school or community?	1. Yes	51	100%
#17b	b. Does the kindergarten have the choice of participating or not?	1. Yes	49	96%
		2. No	2	4%
#17c	c. Does the kindergarten participate in these events?	1. Yes	48	94%
		2. No	2	4%
		3. No Response	1	2%

TABLE 9.5

COMMUNICATIONS BETWEEN KINDERGARTEN TEACHER AND OTHERS

Ref.	Question or Item	Response Categories	Response Frequencies	
PI19a	1. Is the Kindergarten teacher expected to attend staff meetings?	1. Yes	50	98%
		2. No	1	2%
PI19b	2. How often does the kindergarten teacher attend each of the following kinds of meetings?			
	1. General Staff Meetings	1. Monthly (or more)	42	82%
		2. When need arises	9	18%
	2. School Team Meetings	1. Monthly (or more)	12	24%
		2. Twice/Year	6	12%
		3. Once/Year	1	2%
		4. When need arises	20	39%
		5. Never	12	24%
	3. Meetings With Principal	1. Monthly (or more)	7	14%
		2. Twice/Year	2	4%
		3. Once/Year	1	2%
		4. When need arises	40	78%
		5. Never	1	2%
	4. Between-School Meetings	1. Monthly (or more)	6	12%
		2. Twice/Year	7	14%
		3. Once/Year	2	4%
		4. When need arises	21	41%
		5. Never	15	29%
PI19c	3. What types of kindergarten related topics would be discussed at each type of meeting?			
	1. General Staff Meetings	1. Professional Dev.	5	10%
		2. Discipline, School Rules, Routines	13	25%
		3. Special Programs, Events	14	27%
		4. Staffing, Supervision	8	16%
		5. Administrative Concerns	6	12%
		6. Budget	5	10%
		7. Division Concerns	3	6%
		8. Regular Programming Curriculum	9	18%
		9. General Concerns	18	35%

. . . . Cont'd.

TABLE 9.5 (Continued) COMMUNICATIONS BETWEEN THE KINDERGARTEN TEACHER AND OTHERS

Ref.	Question or Item	Response Categories	Response Frequencies	
	2. School Team Meetings	1. Discipline, School Rules, Routines	- 1	2%
		2. Special Programs, Events	5	10%
		3. Staffing, Supervision	4	8%
		4. Administrative Concerns	10	20%
		5. Budget	2	4%
		6. Division Concerns	1	2%
		7. Regular Programming, Curriculum	22	43%
		8. General Concerns	1	2%
	3. Meetings With Principal	1. Professional Dev.	1	2%
		2. Discipline, School Rules, Routines	7	14%
		3. Special Programs, Events	1	2%
		4. Staffing, Supervision	3	6%
		5. Administrative Concerns	14	27%
		6. Budget	7	14%
		7. Division Concerns	3	6%
		8. Regular Programming, Curriculum	13	26%
		9. General Concerns	13	25%
		10. Specific Children/ Specific Concerns	26	51%
	4. Between School Meetings	1. Professional Dev.	6	12%
		2. Special Programs, Events	5	10%
		3. Administrative Concerns	4	8%
		4. Division Concerns	3	6%
		5. Regular Programming Curriculum	6	12%
		6. General Concerns	2	4%
		7. Specific Concerns	2	4%
PI p8d	4. Does your Area have a kindergarten committee or association?	1. Yes	21	41%
		2. No	28	59%

TABLE 9.6

PROFESSIONAL DEVELOPMENT

Ref.	Question or Item	Response Categories	Response Frequencies	
PIp9 #20a	1. Is the kindergarten teacher encouraged to participate in professional development activities?	Yes	51	100%
PIp9 #20b	2. If yes, are any of the following kinds of activities encouraged?			
	1. Courses in child development, learning, and education	Yes	43	84%
	2. Workshops organized by school division	Yes	50	98%
	3. Workshops offered by outside organizations	Yes	47	92%
	4. Teacher's exchanges or visits	Yes	35	69%
	5. Congresses, conferences	Yes	36	71%
	6. Study leave or sabbatical	Yes	18	35%
	7. Personal readings and research	Yes	37	73%
			(N=46)	
PIp9 20c	3. How many professional development days does the kindergarten teacher have during the year? (N=46: Question not asked in French language instruments)	0. None	1	2%
		2. Two	3	7%
		3. Three	4	9%
		4. Four	3	7%
		5. Five	3	7%
		6. Six	4	9%
		7. Seven	3	7%
		8. Eight	1	2%
		9. Nine	1	2%
		10. Ten	1	2%
		11. Eleven	20	43%
		12. Varies	7	14%
		TOTAL	46	100%
PIp9 #22d	4. Is there any funding or assistance for professional development?	1. Yes	47	92%
		2. No	4	8%
		TOTAL	51	100%